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AUSTRALIAN CURRICULUM | THIRD EDITION

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This suite of resources may include references to (including names, images, footage or voices of) people of Aboriginal and/or Torres Strait Islander heritage who are deceased. These images and references have been included to help Australian students from all cultural backgrounds develop a better understanding of Aboriginal and Torres Strait Islander Peoples' history, culture and lived experience.

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The Publisher acknowledges ongoing discussions related to gender-based population data. At the time of publishing, there was insufficient data available to allow for the meaningful analysis of trends and patterns to broaden our discussion of demographics beyond male and female gender identification.

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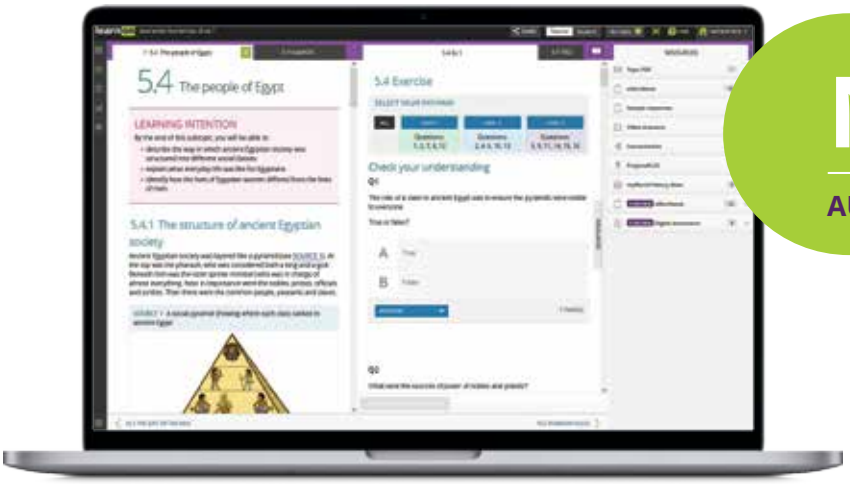
About this resource



NEW FOR

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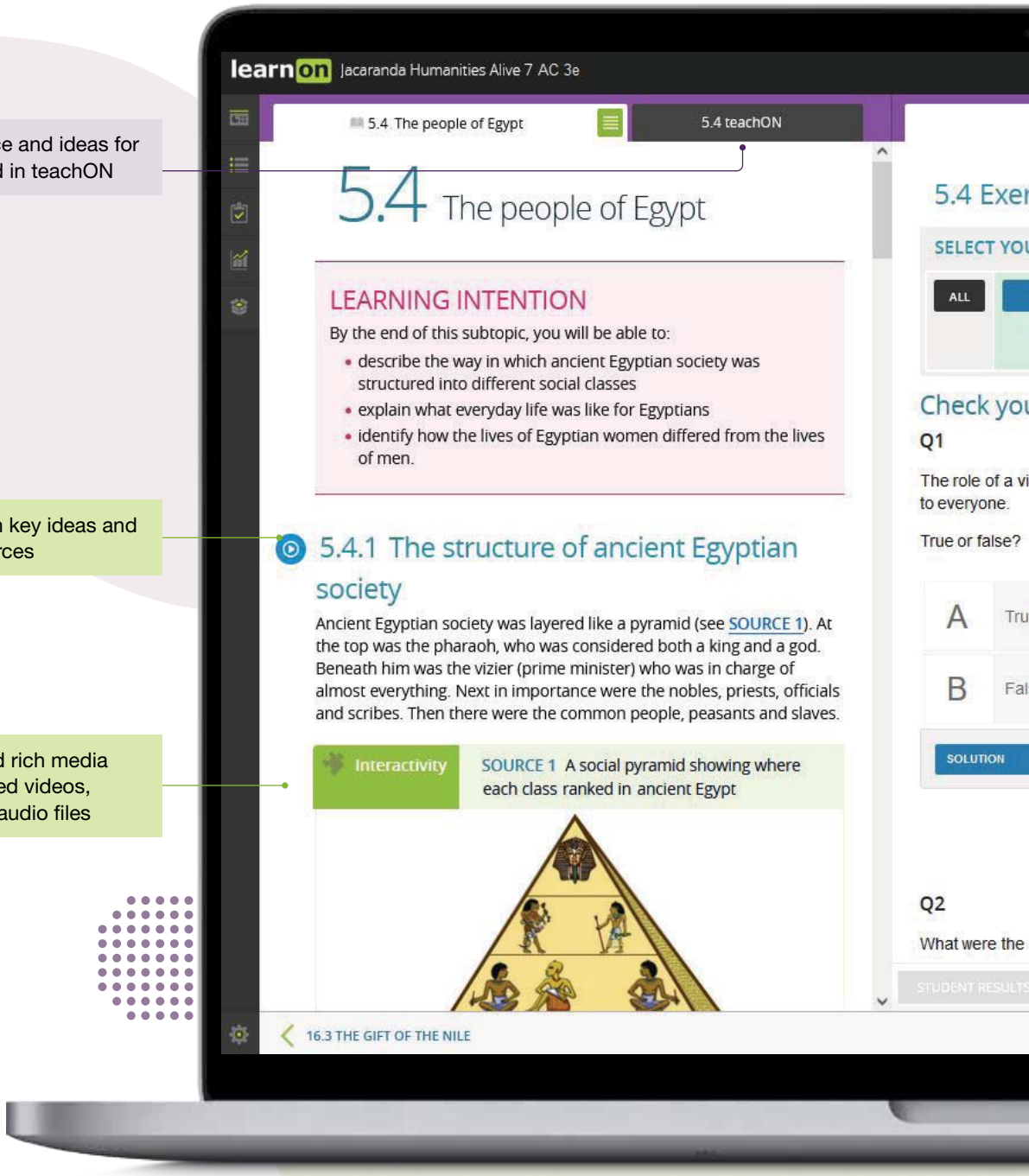

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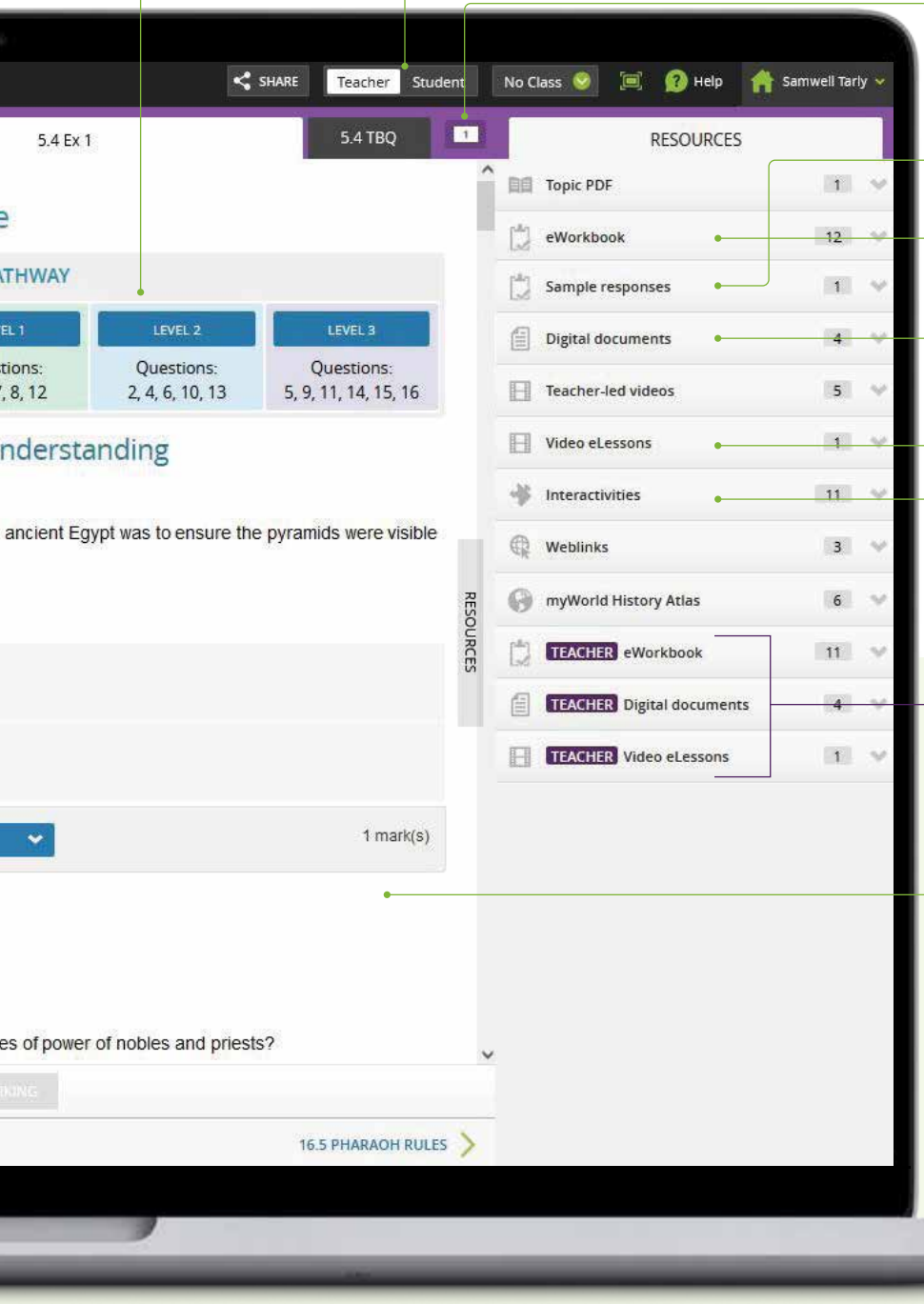

Differentiated question sets

Teacher and student views

Textbook questions

Answers and sample responses

eWorkbook

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Video eLessons

Interactivities

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Interactive questions with immediate feedback

Get the most from your online resources

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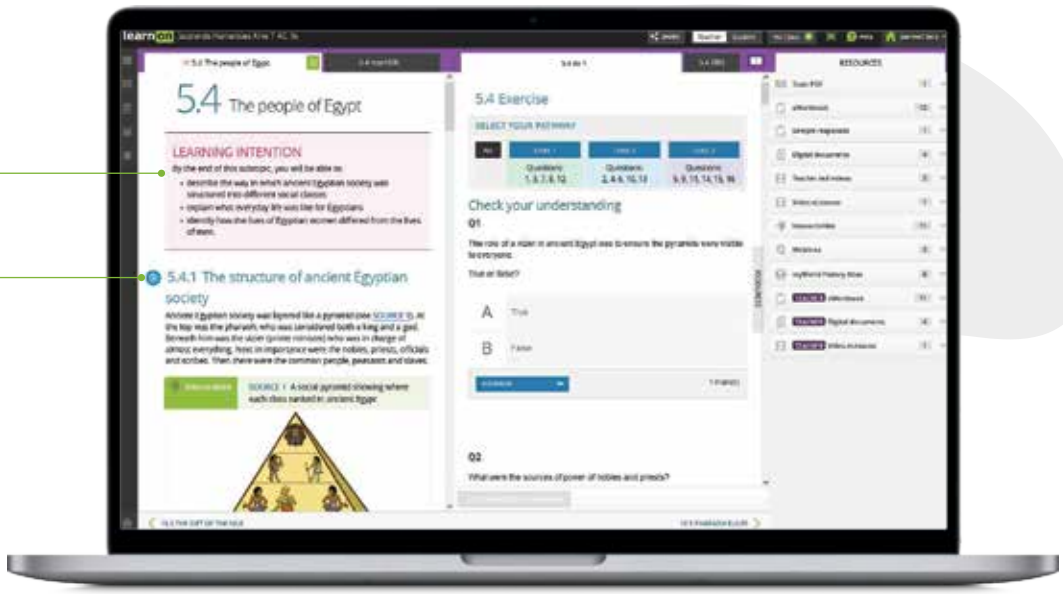
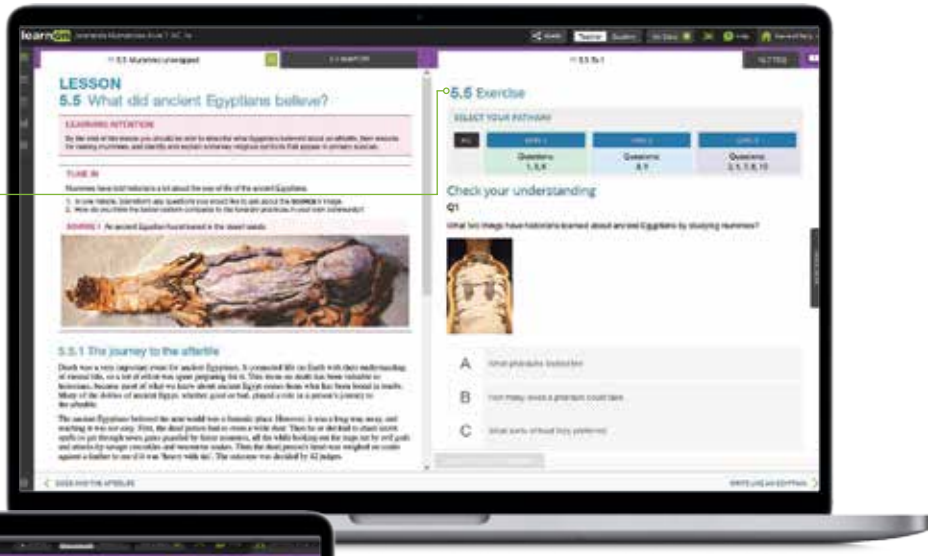
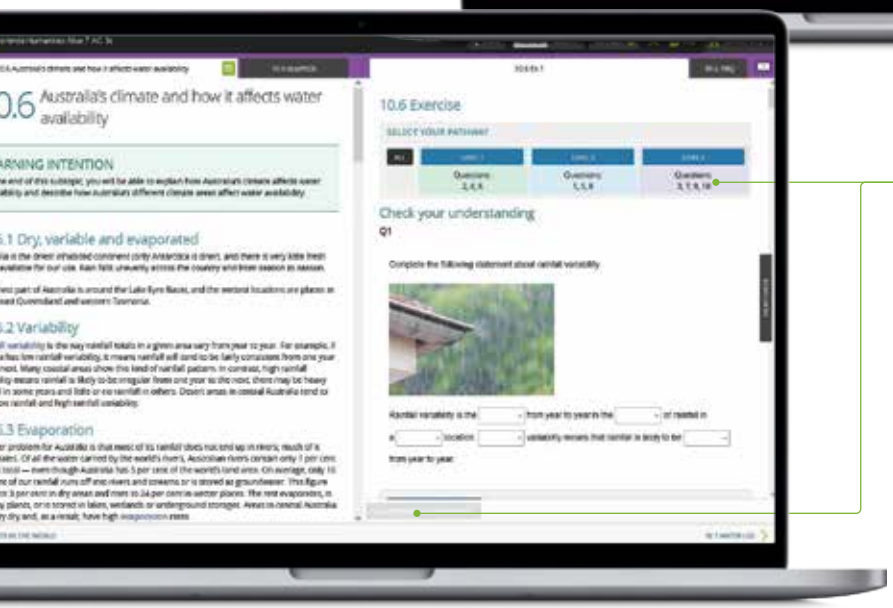


New teaching videos are designed to help students learn concepts by having a ‘teacher at home’, and are flexible enough to be used for pre- and post-learning, flipped classrooms, class discussions, remediation and more.

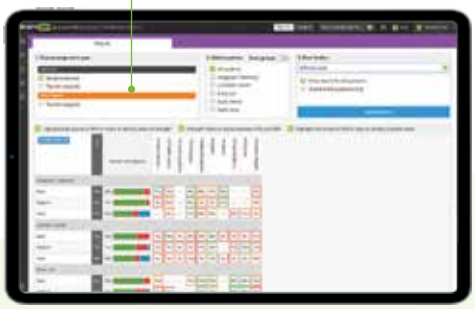
Brand new! Tune in activities to spark interest and kick off every lesson with discussion and source analysis

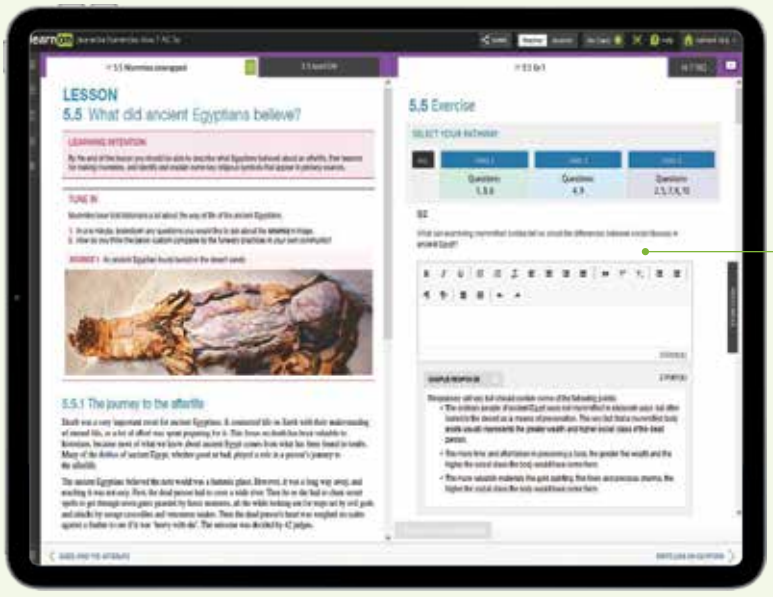




Three differentiated question sets, with immediate feedback in every lesson, enable students to challenge themselves at their own level.

Instant reports give students visibility into progress and performance.





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TUNE IN lesson starters

New Tune In activities spark interest and kick off every lesson with discussion and source analysis.

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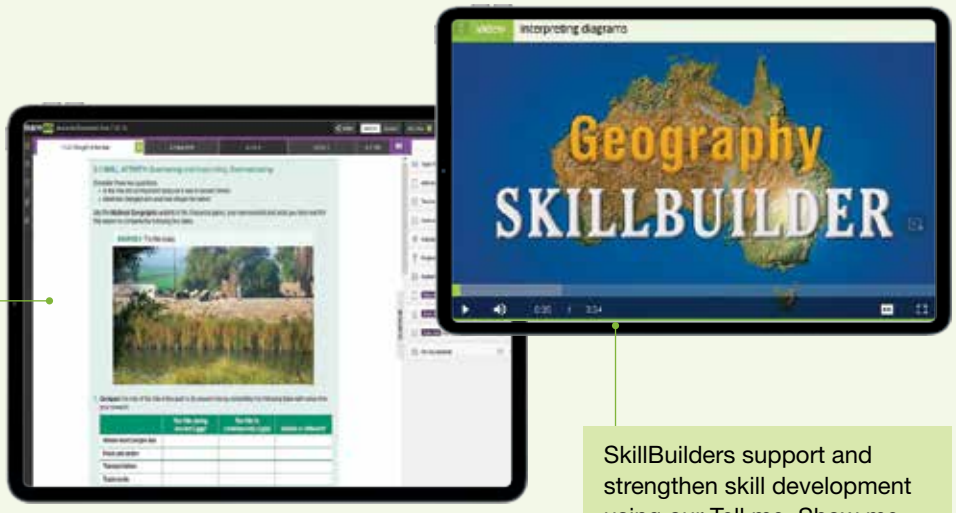
New skill activities provide opportunities to develop and build crucial Humanities skills using research, collaboration and analysis.



SkillBuilders support and strengthen skill development using our Tell me, Show me, Let me do it approach.

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New Inquiry lessons use project-based learning and a clear skill structure for a deep dive into every topic while practising the curriculum-specific skills.

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- practical teaching advice
- three levels of differentiated teaching programs
- quarantined topic tests (with solutions)

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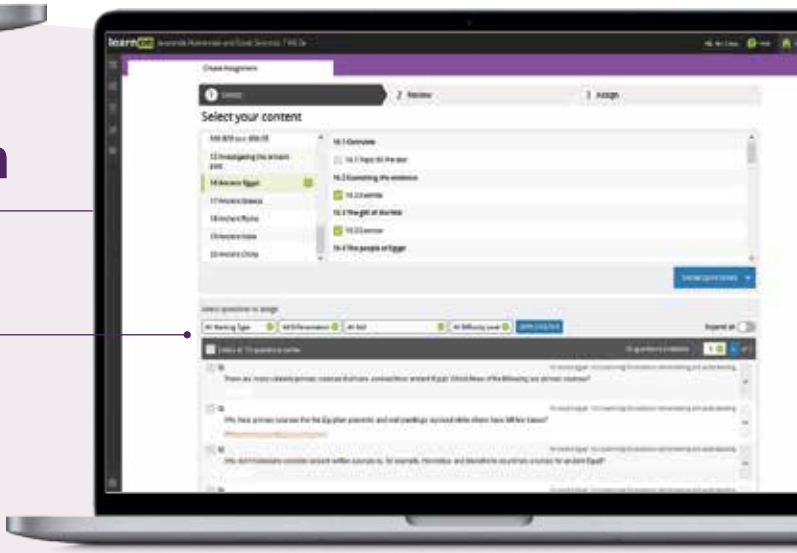

An inbuilt testmaker enables you to create custom assignments and tests from the complete bank of thousands of questions for immediate, spaced and mixed practice.

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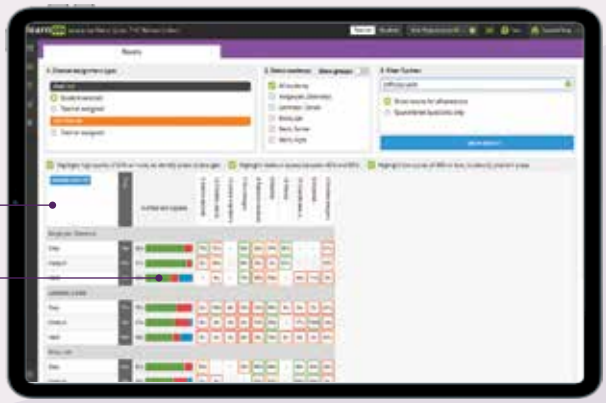

Data analytics and instant reports provide data-driven insights into progress and performance within each lesson and across the entire course.

Show students (and their parents or carers) their own assessment data in fine detail. You can filter their results to identify areas of strength and weakness.

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Understanding cognitive verbs

Cognitive verbs in the Australian Curriculum

The Australian Curriculum aims to develop students' disciplinary knowledge, skills, understanding and general capabilities across the curriculum. Students are also expected to progressively develop their thinking skills.

In the Australian Curriculum, cognitive verbs are used as signposts for this depth of thinking. Cognitive verbs signify different types of thinking and are already used in the classroom by many teachers and students.

Questions within Jacaranda resources use these cognitive verbs to support students in cognitive verb 'thinking'. The following list describes the cognitive verbs that are frequently used in Years 9 and 10.

Cognitive verb	Description
analyse	considering something in detail, finding meaning or relationships and identifying patterns. In an analysis you may reorganise ideas and find similarities and differences.
apply	using knowledge and understanding in order to solve a problem or complete an activity; activities and problems may be familiar or unfamiliar; applying knowledge and understanding can require recalling previous experiences.
compare	recognising how things are similar and dissimilar. Concepts or items are generally grouped before a comparison is made.
decide	selecting from available options. This may involve considering criteria on which to base your selection.
describe	giving an account of a situation, event, pattern or process. A description may require a sequence or order.
develop	bringing something to a more advanced state. Processing and understanding are required to develop an idea or opinion. Developing an idea or opinion may also involve considering feedback or the collective thoughts of a group.
evaluate	making a judgement using a set of criteria. This may include considering strengths and limitations of something in order to make a judgement on a preferred option.
examine	considering the information given and recognising key features. This might require making a decision, which involves gathering more information.
explain	making an idea, concept or relationship between two things clear by giving in-depth information. Explanations may include details of who, what, when, where, why and how in a step-by-step format.
identify	recognising and showing particular features of something. This might also include showing what or who something or someone is.
interpret	gaining meaning from text, graphs, data or other visuals. An interpretation includes stating what something might mean and drawing a conclusion.
select	choosing the most suitable option from a number of alternatives. This might require some consideration of context.
investigate	planning, collecting and interpreting data and information, and drawing conclusions.
synthesise	combining elements (information, ideas and components) into a connected or coherent whole.

Source: Adapted from the QCAA Cognitive Verbs.

HISTORY

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THE INDUSTRIAL REVOLUTION AND THE MOVEMENT OF PEOPLES (1750–1900)

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1 History concepts and skills

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1.9 SkillBuilder: Analysing different perspectives ..... online only
1.10 SkillBuilder: Analysing cause and effect ..... online only
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LESSON
1.1 Overview

Hey students! Bring these pages to life online

Watch videos

Engage with interactivities

Answer questions and check results

Find all this and MORE in jacPLUS

1.1.1 Introduction

In 2017, a crowd gathered in southern Israel to commemorate the centenary of the Battle of Beersheba. Approximately 100 horsemen from Australia participated in a re-enactment of the cavalry charge. The historical event has often been referred to as 'the last successful cavalry charge in history'.

SOURCE 1 Australian horsemen recreate the WWI Battle of Beersheba.

The Australian 4th Light Horse Brigade was tasked with capturing the fortified desert town of Beersheba on 31 October 1917. The town, which was strategically important and possessed the only water supply in the region, was held by the Turkish army. Comprising troops on horseback, the 4th and 12th regiments of the brigade charged at the Turkish trenches. With bayonets in their hands, they jumped the trenches and rode straight into Beersheba, seizing its water wells and the rest of the town. The victory was a turning point in the campaign to defeat the German-allied Turkish army in the Middle East. It led to the eventual fall of the Ottoman Empire.

We know these things because historians use clues like archives, letters and weapons as well as many other historical sources to bring the past to life. They use evidence that includes all kinds of traces, from skeletons to newspapers, paintings and photographs. The study of history involves using such evidence in an attempt to find the truth about what happened in the past.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10580)

Video eLesson Investigating the past (eles-1057)

History concepts and skills (eles-6112)

LESSON
1.2 Concepts in History

LEARNING INTENTION

By the end of this lesson you should be able to explain how and why we study history, and describe the key historical concepts.

1.2.1 Why we study history

History can be compared to an incomplete jigsaw puzzle — as each discovery through time is studied, another piece is added to our knowledge of the past and the picture becomes clearer. However, unlike the jigsaw puzzles that we complete at home, the jigsaw of our past remains incomplete, and it is the duty of historians to discover, study and place events in the correct chronological order to give an accurate picture of humanity's history. History is more than just names and dates, it is the story of humanity.

The value of history

History is the study of the past and of the causes of historical events. The term comes from the ancient Greek word *historia*, which originally referred to inquiry, or the act of acquiring knowledge through inquiry. Some people question the need to understand the past, but there are many very good reasons for studying history. Knowledge of history helps us to understand our heritage. We start to understand where our ideas, languages, laws and many other aspects of our lives came from. We can also develop more open minds and learn to appreciate cultures that are different from our own.

SOURCE 1 A drawing of the philosopher George Santayana (1863–1952) from the cover of *Time* magazine in February 1936. He is popularly known for the aphorism, 'Those who cannot remember the past are condemned to repeat it.'

History, the present and the future

Perhaps you already know that we can never understand the time we live in or what the future may hold if we do not understand the journey that brought us to this point. Human societies did not appear in the present as if from nowhere. They developed over many thousands of years. By understanding the past, we might just be able to avoid repeating past mistakes and make our world a better place in the future.

History, work and leisure

The kinds of skills you will learn while studying history are also important in many careers. These skills will help you to:

- carry out research
- organise information and check it to determine its accuracy
- draw conclusions and make decisions based on **evidence**
- recognise the difference between fact and opinion
- understand that there is usually more than one way of thinking about any problem
- think critically
- communicate effectively
- present findings and conclusions through reports, the media, books, lectures and exhibitions.

evidence information that indicates whether something has really happened

A person trained in history may conduct research and analysis for governments, businesses, individuals, historical associations, and other organisations. They may work in administrative or policy roles where they can make use of their research and analysis skills. A person trained in history may be involved in preserving **artefacts** or historic records. Conservation work similar to that shown in **SOURCE 2** is one of the key responsibilities of historians and archaeologists.

artefact an object made or changed by humans

A number of other careers are related to the study of history. These include:

- anthropologists
- archaeologists
- archivists and museum workers
- curators
- documentary and film makers
- economists
- history teachers
- lawyers
- lecturers, tutors and researchers
- police and armed forces
- political scientists
- sociologists
- writers and authors.

A knowledge of history is important in our everyday lives too. History gives many people great personal pleasure. How much more enjoyment do people experience from travel, books and movies when they know about the history that shaped the places they visit or the stories they read or watch on a screen!

SOURCE 2 Conservation works in 2018 on the facade and dome of the Royal Exhibition Building, in Melbourne, which was completed in 1880 to host the first World's Fair in the Southern Hemisphere.

History and democracy

In Australia we live in a democratic society. This means we have the right to choose our political representatives and leaders through voting. We cannot vote responsibly, however, unless we can make our own judgements about the ideas these leaders put forward. To do that, we need to know something about the past.

DISCUSS

1. How might understanding our past help us avoid repeating mistakes in the future? Discuss current events or issues in the world today (especially the causes and effects) and suggest some of the historical events that have similar patterns or features. For example, responses to the COVID-19 pandemic were informed by the way previous pandemics were managed. What might past events tell us about how to manage the current situations you identified?
2. What can we gain from understanding our own heritage? What can we learn from understanding the heritage of other people in our community?

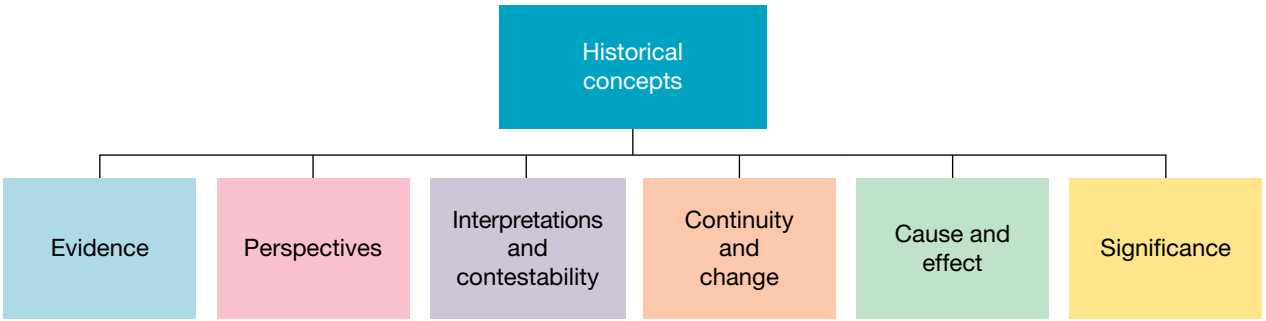
1.2.2 Historical concepts

As you've learned in Year 7 and 8, history is more than just names and dates, it is the story of humanity. At times it will excite, shock and even amaze you. At times it will be as if the people of past societies were from another planet because their understanding of the world around them differed so much from yours. However, at other times their actions and ideas will be similar to those of your friends and neighbours.

Historians are always asking questions and subsequently researching the answers to these questions, which often leads to more questions. There are a variety of historical concepts, as shown in **SOURCE 3,** that you need to master to become a true historian and help other historians in answering their many questions. The development of these historical skills and an understanding of historical concepts will develop over time and you will build upon them as you continue your studies in history. You should recognise many of these concepts from your previous years of studying history in primary school and Years 7 and 8.

The concepts are discussed below in detail and an understanding of them will guarantee that you can successfully study history, and will ensure that you gain a complete understanding of the topics that you will cover in Year 9.

SOURCE 3 A diagram showing the six historical concepts



1.2.3 Evidence

History is like a mystery, and it is the job of the historian to use evidence to find out the entire story of the topic they are researching. This evidence can be found through the use of primary and secondary sources. By finding the correct evidence, historians are able to support their line of thinking about how a particular event took place, or the key people involved; for example, who the key person was in an assassination attempt.

Sources

Historians analyse and interpret the information, evidence and data they gather from a variety of primary and secondary sources to identify the purpose of the sources as well as to determine how reliable and accurate they are. In doing so they are able to determine the causes and effects of events and issues within the time period of history they are researching.

Historical sources are the clues to the mystery that historians are trying to solve. Like detectives or scientists, historians will form a **hypothesis** to explain what may have occurred. They then use the historical sources to support their hypothesis and also review sources that give a different view to make sure a balanced understanding is created.

Just like in any other mystery, not all clues will be easily available and at times historians will have to make educated guesses with the evidence that they have before them.

Primary and secondary sources

Evidence refers to the available facts or information that indicate whether something really happened.

Evidence can come from two types of sources: **primary sources** and **secondary sources**. Primary sources were created in the period of time the historian is investigating (for example, a film clip of conditions on the Western Front during World War I, filmed from the trenches). Secondary sources are reconstructions of the past, created by people after the time period that the historian is studying (for example, a

hypothesis (plural: hypotheses) a theory or possible explanation

primary sources objects and documents that were created or written in the period of time that they relate to

secondary sources reconstructions of the past written or created after the period that they relate to

documentary about the Battle of the Somme, showing the conditions of the Western Front and the difficulties faced by the soldiers on both sides of the war, filmed after the war).

Primary sources can be broken down into written and archaeological sources. Written primary sources include letters, newspapers, songs and poetry, as well as social media; for example, the X (previously known as Twitter) account of President Donald Trump. Archaeological sources are often called artefacts (they can sometimes include written sources if writing is inscribed on them; for example, a tomb or pottery), and include works of art, weapons, toys and jewellery.

Secondary sources can include books, articles, websites, models, timelines, computer games and other software, and documentaries. In order to create secondary sources historians will do the following:

- base their research on primary sources
- interpret their research
- use the research to explain what happened to others.

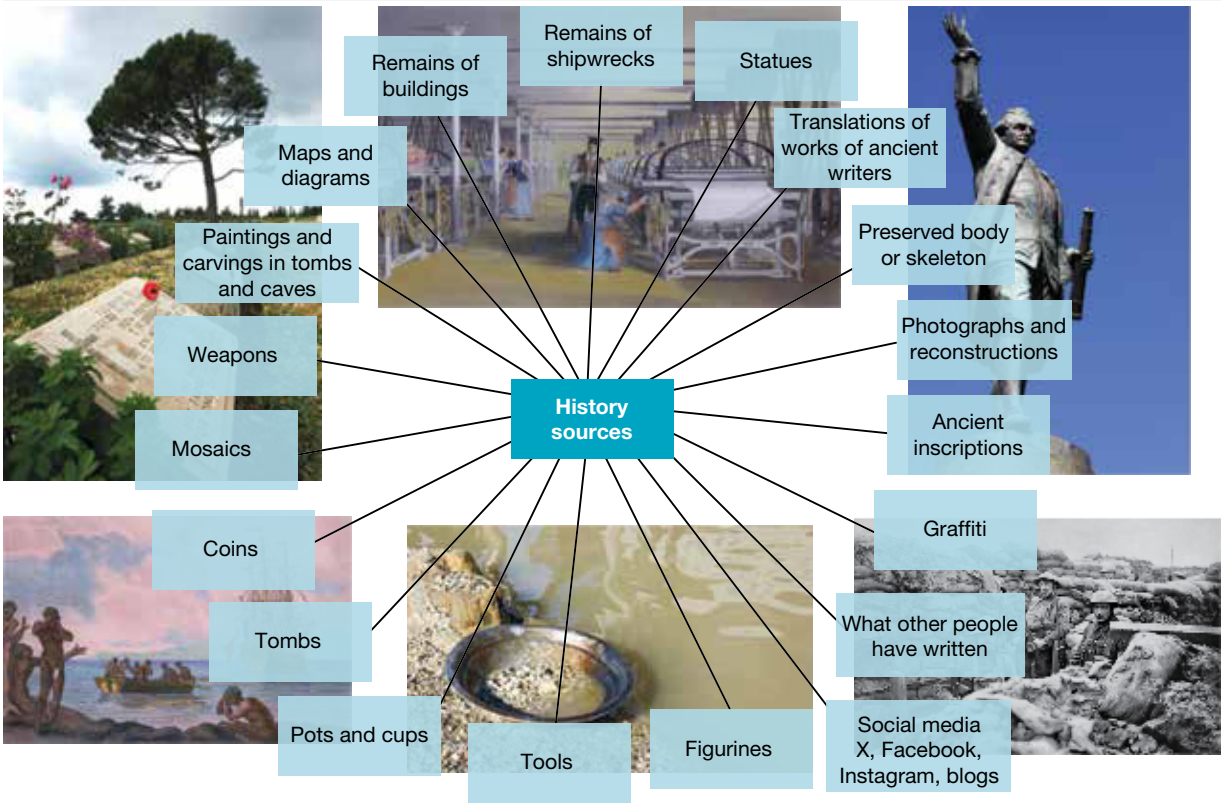
Analysing and evaluating sources

Historical sources are valuable but they do not explain themselves. When using historical sources as evidence, historians will need to ask questions about each source, such as where did the source come from (origin) and why was it created (purpose)? A source may be fact or someone's opinion — that is, it could be **biased**. One way to test sources for reliability is to compare them with other sources. If this evidence leads to the same conclusion, we call it supporting evidence. If it leads to different conclusions, it's called contradictory evidence. When we use sources to try to find out about the past, we have to ask some questions. For example:

- What type of source is this?
- When was the source written or created and by whom?
- Why was this source written or created?
- What evidence does the source provide?
- What was happening at the time the source was written or created?
- Is the source trustworthy?

biased one-sided or prejudiced; seeing something from just one point of view

SOURCE 4 Some types of primary sources



Using evidence

Primary and secondary sources are the clues to the history mystery and by analysing these sources historians are able to discover all kinds of information to support their viewpoint on their research topic. Through this research, historians may come across other research that may disagree with their line of thinking; they then have to use the historical sources to support their argument and disprove others.

After gathering all of the evidence that they require, historians will then critically analyse the sources to ensure that their interpretation of them is correct; and that the research that they present to others is as factual and unbiased as possible.

1.2.4 Perspectives

Perspectives, which includes **empathy**, is an important concept when studying history.

Empathy is the ability to understand how people think and feel. It allows you to put yourself in the shoes of the person you are studying at their time in history. In order to use empathy you need to imagine; however, it is not the imagination that is required to write a creative writing piece, instead it is historical imagination based upon evidence. Having empathy helps historians understand what people experienced, as well as the motives behind actions, differing opinions, beliefs and values.

Empathy is related to perspective, which refers to the points of view of the people who lived through historical events. Historians try to understand the **perspective** of people in the past by looking at their points of view, attitudes and values. Historians can get a sense of the way people thought and felt through primary sources such as diaries or through visiting museums and historical sites. Using empathy, historians work with all the evidence they have in order to imagine what the past was like for people who were there at the time. Questions to consider include:

- Who were these people?
- Where did they live?
- How did they live?
- What mattered to them?
- What did they believe in?
- What did they see, hear, taste, smell and feel?
- What did they fear and what did they hope for?
- Did they have feelings similar to or different from ours?
- Did they all think and feel the same as one another, or did they have differing perspectives?

empathy the ability to understand and share another person's thoughts and feelings

perspective point of view or attitude

How should we judge people in the past?

When we learn about some of the things people did in the past, it is natural that we make moral judgements. For example, we naturally see child labour as wrong. What we should try to avoid is judging people in the past by beliefs or standards that did not exist in their time. The Industrial Revolution was a new, unknown period in British history, before which no legal provisions existed regarding child labour. Mine and factory owners needed the skills that at the time and under the circumstances only children could

SOURCE 5 Child labourers working in a cotton mill, mending broken threads, fixing snags and replacing empty bobbin reels

provide. In hiring children, they did not contravene the British laws of the day. The families of the children needed the extra income, and the politicians wanted the economy to function and grow; society on the whole did not view child labour as morally wrong.

We should also remember that, in the future, people may think many kinds of behaviour we consider 'normal' might be, by their standards, wrong.

1.2.5 Interpretations and contestability

In some respects, history can be considered to be like a mystery to solve. Historical sources are the evidence that historians use to piece together a better understanding of the past, in order to tell the overall story of the topic that they have been studying.

But not all events or topics related to history are clear cut; in fact, the more you research the more questions and differing points of view you are likely to uncover. This concept of there being different perspectives or points of view about any historical event or idea is known as **contestability**, and it is an important concept to understand in the study of history. Contestability also refers to the contestability of historical sources; when critically analysing historical sources, it is important that historians take into consideration what is included within the source and what has been omitted. For example, in a propaganda poster encouraging Australian men to join the war effort against Germany in World War I, the poster may suggest that fighting will be an adventure and full of excitement. The posters leave out the reality that participating in the war was often horrific, dangerous, bloody and terrifying.

contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant

DISCUSS

In recent years, movements such as #MeToo and Black Lives Matter demanded change by bringing public attention to sexist and racist attitudes and behaviours. In some places, this included tearing down statues of historical figures who were involved in the slave trade — protesters *contested* the historical view of these people as being worthy of commemoration. Working in small groups, create a list of things that happen in our own time that are contested — or leave out differing viewpoints. Do you think that at some time in the future people might consider ours to have been an unjust age and demand change? What monuments or symbols of these beliefs might the people of the future want to remove or rebuild?

1.2.6 Continuity and change

Historians study the changes that have occurred over time, but some things remain constant over periods of time. It is important to be able to identify when a change has occurred and when things have continued unchanged. This is known as identifying **continuity and change**.

Change refers to something that is different from what has occurred in the past. This may occur over a long period of time and, in this case, it may be difficult to detect the precise moment of change. Change can also occur dramatically or suddenly. Such changes are often associated with single events and are referred to as turning points in history. Continuity refers to the things that endure, relatively

SOURCE 6 A view of William Street, Perth in the early 1900s, looking towards the Brass Monkey Hotel. (You can see the hotel in the distance on the right side of the street.)

unchanged, over time. You will find that many things remain the same across long periods of time in history. Sometimes these continuities last into the modern world.

We can make comparisons between and among historical events occurring at the same time, between and among different historical periods, and between present time and the past. The use of timelines can help to understand the sequence of historical events, which should assist in identifying turning points that produced change. For example, placing the technological changes of the Industrial Revolution in Britain shows historians how they impacted society and how they also contributed to each new development in technology.

SOURCE 7 A recent view of William Street Perth, with the Brass Monkey Hotel on the left

1.2.7 Cause and effect

The historical concept of **cause and effect** is used to examine the relationship between historical events, issues and people, and how one can cause another event, or the short-term or long-term effect of the event, issue or person. For example, the introduction of new crops and rotation of crops in the four-field system prior to the Industrial Revolution led to the development of enclosures (see topic 3) and, consequently, to thousands of peasants being out of work as they were no longer required due to new technologies, new crops and no land being available to them.

Historians need to demonstrate the relationships between events and developments within the different communities around the world. The example above is known as the Agrarian Revolution and it contributed to the Industrial Revolution as it led to thousands of people leaving the countryside looking for work in the new factories that were being built in cities and towns. This then led to overcrowding, poor hygiene and increased crime in some areas, which ultimately led to Britain looking for ways to deal with the overcrowded prison population, and thus the First Fleet was sent to establish a penal colony in New South Wales.

As they study the cause and effect of events, historians also make judgements about the importance of these events and how they relate to other similar events throughout history, thus enabling them to recognise any similarities or differences.

The Industrial Revolution that began in Britain in the mid-eighteenth century had a number of causes. One major cause was Britain's influence as a global empire. The British controlled colonies in North America, the Caribbean, the Indian subcontinent and West Africa. This gave them access to raw materials which could be transformed into finished products to sell to an increasing population.

Other causes of the Industrial Revolution include:

- the development of new technology, including new machinery and steam engines
- developments in agriculture, including new methods of farming and changes in land ownership
- access to raw materials, including an abundance of convenient deposits of coal and iron ore
- the development of transport systems, including waterways, roads, and railroads

cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

- population growth, including people from the countryside being freed up to work in the factories in the cities
- stability in government, including the rule of law and protection of assets
- the availability of investment, including the willingness of financial institutions and entrepreneurs to finance new ventures.

The Industrial Revolution also resulted in a number of effects. There was a huge rise in the rate of population growth. Most of this population growth occurred in the towns and cities. Other effects of the Industrial Revolution include:

- *industrialisation* — machines used to produce goods in factories reduced the need for hard physical labour
- *improvement in living standards* — health improved, leisure time increased, goods became more affordable
- *poor working conditions* — factory workers in factories, including women and children, often worked in unpleasant or dangerous conditions for long hours and low pay
- *social unrest and trade unions* — rapid changes led to unrest and protests; workers formed trade unions to improve their pay and work conditions
- *the growth of new ideas* — economic theories such as capitalism and socialism were developed to explain how business, workers and the economy should operate; political ideas and scientific ideas also flourished
- *impacts on the environment* — air pollution and water pollution increased; deforestation and land clearance resulted in further environmental problems.

SOURCE 8 A Newcomen steam engine used to pump water from flooded coal mines in nineteenth-century Britain

SOURCE 9 A photo taken by Lewis Hine of dust-covered 'breaker boys' at a US coal mine in January 1911. A breaker boy was required to separate impurities from coal by hand.

1.2.8 Significance

Historical **significance** is the importance that is assigned to particular aspects of the past. These aspects may include events, individuals or groups, developments in the past, ideas or movements, and historical sites.

There is far too much history to study or learn all of it. We need to make judgements about what is important and what is less important. This is an essential, yet challenging, historical skill.

When we try to establish the significance of an aspect of the past, we have to consider a number of questions. Such questions include:

- How relevant was it to people living at that time?
- How many people were affected?
- How did it change people's lives?
- How long were people's lives affected?
- How important and long lasting were the consequences?
- How relevant is it to the contemporary world?

SOURCE 10 Private John Simpson used donkeys to carry men away from the front line at Gallipoli.

significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

1.2 SKILL ACTIVITY: Communicating

1. **Define** *history* in your own words.
2. Read George Santayana's quote in **SOURCE 1**.
   a. Rewrite this quote in your own words.
   b. How does this quote show that the study of history is important?
3. **Examine SOURCE 2**. The Royal Exhibition Building is the first World Heritage-listed building in Australia. Why do you think so much effort goes into conserving such traces of the past?
4. Today we live in a world in which people are sometimes killed over differences in religion. **Consider** how a knowledge of history might help bring understanding between people of different religions.
5. **Predict** why any one of the following possible events might have historical significance in the future for a historian researching and writing about the age we are living in.
   a. There was an increase in the number of Australians who did not practise religion.
   b. Inequality (the gap between rich and poor) increased in Australia.
   c. The Australian government took in more refugees.
6. Using the internet and/or other information sources, **identify** the meaning of the word 'sympathy'. **Explain** how empathy is different from sympathy.
7. **Analyse** the term 'bias'.
   a. **Discuss** in pairs or small groups why we might not be able to trust a primary source.
   b. **Create** a way to test primary sources for reliability. Use some of the written and visual primary sources in your classroom or textbook to judge how well your test works.
8. Look at the mind map in **SOURCE 4**.
   a. **Describe** each of the sources pictured around the mind map.
   b. **Propose** what we might learn about the past from graffiti or one of the other types of primary sources listed in the mind map.
   c. Is it wrong to think that primary sources are more reliable than secondary sources? Write a short response **justifying** your own point of view, and then **discuss** your thoughts in pairs or small groups.
   d. As a class, **identify** and make a list of some kinds of primary sources that could be used to create a history of your school (a secondary source). Beside each source in your list, **state** what you think you could find out by using it as evidence.

9. **Examine SOURCES 6** and **7** closely. **Identify** the changes that have occurred in Perth between the early 1900s and the present. **Identify** the similarities (or continuities) between Perth in the early 1900s and the present.
10. Look at the image of the breaker boys in **SOURCE 9**. Imagine that you travel back in time to meet the boys.
    a. Make a list of five questions that would you ask them about their lives. **Consider** their work and their family and leisure time.
    b. Do you think their hopes for the future and values would be very different to yours? **Explain** why or why not.
    c. If you could transport one of these boys into the future, what do you think their perspective of your life would be? **Propose** questions that you think they might ask you, and **predict** how you would respond.
11. The idea of contestability applies to any event or issue that can be experienced or seen in more than one way. Choose one event or issue that arose in your school, community or on the news recently that people had different opinions about.
    a. **State** all of the groups or individuals involved.
    b. Choose three people or groups of people who had differing views of the event. **Create** a short paragraph from each person or group's perspective, explaining why their view of the situation was 'correct'.
    c. Shift your view. For each explanation, **summarise** a list of dot points outlining how the other people or groups involved would contest it. **Consider** the following.
        - What facts would they disagree about?
        - What opinions would they disagree with and why?
        - What evidence would they suggest is flawed or misleading?

LESSON
1.3 Skills in History

1.3.1 What skills will you build this year?

This year, you will continue to build your ability to use the four broad categories of skills in history. The following summaries are to remind you of these four key skills.

1. **Questioning and researching** involves asking questions about history, locating relevant and detailed information and/or data from a range of appropriate sources. In Year 9 History this includes primary and secondary sources related to the Industrial Revolution, such as paintings, diagrams, data, personal reflections and some very early photographs. When you study World War I, you will also use a variety of these types of primary and secondary sources, as well as maps, posters, transcripts and military documentation.
2. **Using historical sources** involves identifying and using primary and secondary sources, including identifying their usefulness and reliability. In Year 9 History this includes looking for patterns of change over time, such as looking at how attitudes to war change over time. You will also build your ability to identify the causes and effects of historical events.
3. **Historical perspectives and interpretations** means using historical thinking. It involves considering historical concepts such as cause and effect, continuity and change, and significance to help you understand the past. In Year 9 History this includes looking for patterns of change over time, such as looking at how attitudes to war change over time. You will also build your ability to identify the causes and effects of historical events. Evaluating means examining your interpretations of information to evidence-based conclusions. It requires taking into account ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues. It also includes drawing conclusions about the impacts of the Industrial Revolution on different parts of a community; for example, low-paid factory workers felt very differently about city life than the middle-class merchants whose wealth was multiplying rapidly, and free settlers who came to Australia to seek their fortune felt very differently about their migration than convicts who were transported as punishment.
4. **Communicating** your ideas means presenting information in a range of formats to suit the intended audience and purpose. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on

your skills is also an important part of the process. It involves using historical sources to describe, explain and argue points of view about the past. In Year 9 History this might include writing from the perspective of different people living in British cities during the Industrial Revolution, creating propaganda posters like those created by the Australian government during World War I, or creating a field guide for tourists wanting to visit the battlefields of Europe.

1.3.2 SkillBuilders in the topic

In addition to these broad HASS skills, there is a range of essential practical skills that you will learn as you study History. The SkillBuilder topics in this section will tell you about the skill, show you how to apply the skill and let you practise the skill with tasks related to the topics covered in this subject.

The SkillBuilders you will use in Year 9 are:

- SkillBuilder: Sequencing events in chronological order
- SkillBuilder: Analysing photos in WWI
- SkillBuilder: Analysing cartoons
- SkillBuilder: Analysing cause and effect
- SkillBuilder: Identifying continuity and change
- SkillBuilder: Analysing different perspectives
- SkillBuilder: Determining historical significance

LESSON
1.4 SkillBuilder: Sequencing events in chronological order

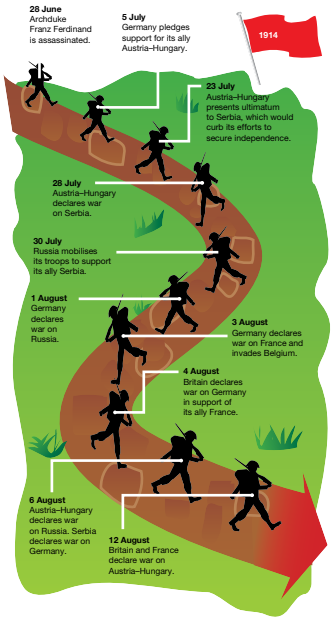
online only

What is a timeline?

A timeline is a diagrammatic tool for placing events in *chronological order* (the order in which they happened). A simple chronology would be one, for example, that showed in sequence, or time order, key events of a day in your life. Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. A timeline may cover a short period or many centuries. Timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images.

Go online to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON
1.5 SkillBuilder: Determining historical significance

online only

Evaluating significance: the Chinese on the goldfields

One way of developing a deeper understanding of the past is to think about the significance of particular events, individuals, groups or ideas. This is not an easy thing to do. Measuring the importance of any aspect of history requires making a judgement about what was important at the time or what is still important today. There are various criteria we can use to evaluate the historical significance of any event, individual, group or idea.

Go online to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.6 SkillBuilder: Analysing cartoons

online only

Using historical sources as evidence: analysing cartoons

Historical sources help us understand the way people in the past thought and felt about their lives. The way we evaluate these sources shapes our understanding of the past.

Artworks, photographs and illustrations all give insight into the values, attitudes and beliefs of people in the past. Political cartoons can be powerful evidence of the ways that people thought and felt about their lives.

Go online to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.7 SkillBuilder: Analysing photos in WWI

online only

Analysing World War I photographs

Photographs can be very useful primary sources. Analysing a photograph is therefore a very important skill when studying the history of periods in which photography existed. During World War I, many tens of thousands of photographs were taken by official war photographers and ordinary soldiers.

Go online to access:

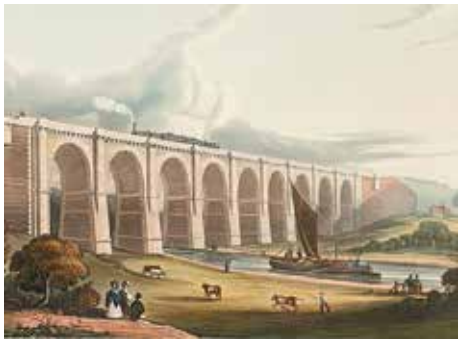
- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.8 SkillBuilder: Identifying continuity and change

online only

Identifying and evaluating continuity and change in the Industrial Revolution

The period of the Industrial Revolution brought more rapid change than had ever occurred previously anywhere in the world. It is important to be able to identify turning points that caused change, and to be able to describe the rate and extent of the change by examining the significance of events, ideas, people and groups.



Go online to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.9 SkillBuilder: Analysing different perspectives

online only

Identifying and analysing different perspectives of people in the Industrial Revolution

When examining any historical issue or event, we should try to build up an accurate picture of what actually happened in the past. If we are relying on a primary source in the form of an eyewitness report of an event, we need to be aware of possible bias or prejudice on the part of that eyewitness.

Go online to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.10 SkillBuilder: Analysing cause and effect

online only

Analysing the causes and effects of the fall of the Qing dynasty

When studying history it is important to remember that events don't 'just happen'. Many factors combine to bring about historical events. Being able to analyse cause and effect is an important historical skill.

Go online to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.11 Review

Hey students! Now that it's time to revise this topic, go online to:

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1.11.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

1.2 Concepts in History

- Historians investigate and interpret the past.
- History helps us to understand our heritage and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills.
- The key concepts you will study in History are evidence, continuity and change, cause and effect, perspectives, significance, and interpretation and contestability.
- Evidence means using sources to find and assess information and judging how reliable they are.
- Continuity and change is the ability to recognise that while many changes occur over time, some things remain constant.
- Cause and effect relates to understanding that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences.
- Perspectives involves exploring the different points of view, or perspectives, of people from the past.
- Understanding significance is the ability to make judgements about the importance assigned.
- Interpretation and contestability is about different interpretations of the past, and the historial debates that occur due to lack of evidence, new evidence and peoples' different perspectives.

1.3 Skills in History

- Questioning and researching involves asking questions about the past and using primary and secondary sources.
- Using historical sources means identifying the context and features of a source and analysing its intent. It also involves looking at their usefulness and reliability.
- Historical perspectives and interpretations involves considering cause and effect and patterns of continuity and change. It includes looking at different perspectives in sources and and analysing different interpretations.
- Communicating is about creating historical explanations and arguments which use historical terms, conventions and sources.

1.11.2 Key terms

artefact an object made or changed by humans
biased one-sided or prejudiced; seeing something from just one point of view
cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences
contestability when particular interpretations of the past are open to debate
continuity and change the concept that while many changes occur over time, some things remain constant
empathy the ability to understand and share another person's thoughts and feelings

evidence information that indicates whether something has really happened
hypothesis (plural: hypotheses) a theory or possible explanation
perspective point of view or attitude
primary sources objects and documents that were created or written in the period of time that they relate to
secondary sources reconstructions of the past written or created after the period that they relate to
significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

on Resources

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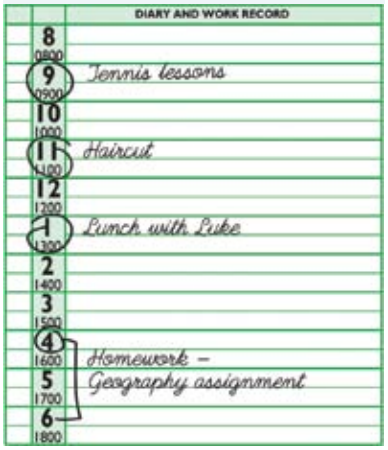
LESSON
1.4 SkillBuilder: Sequencing events in chronological order

LEARNING INTENTION

To come

1.4.1 Tell me

SOURCE 1 A simple chronology



What is a timeline?

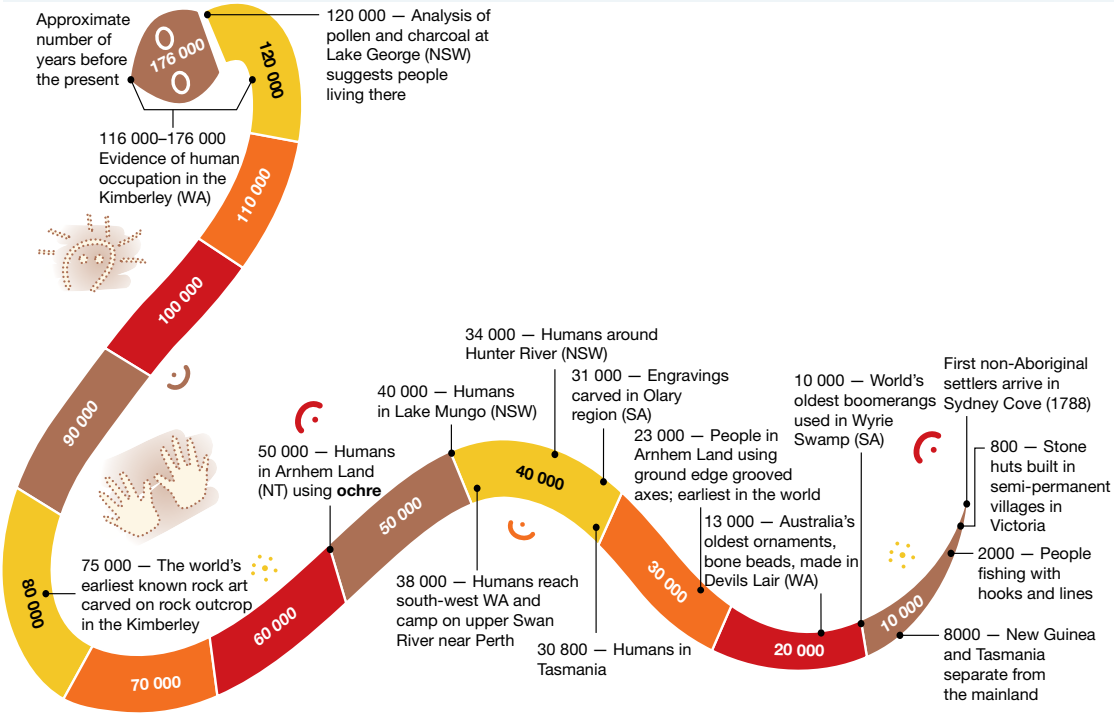
A timeline is a diagrammatic tool for placing events in *chronological order* (the order in which they happened). A simple chronology would be one, for example, that showed in sequence, or time order, the key events of a day in your life.

Why are timelines useful?

Timelines are useful because they can help us make sense of events in the past. Timelines are particularly useful in the study of history. Creating a history timeline will help to:

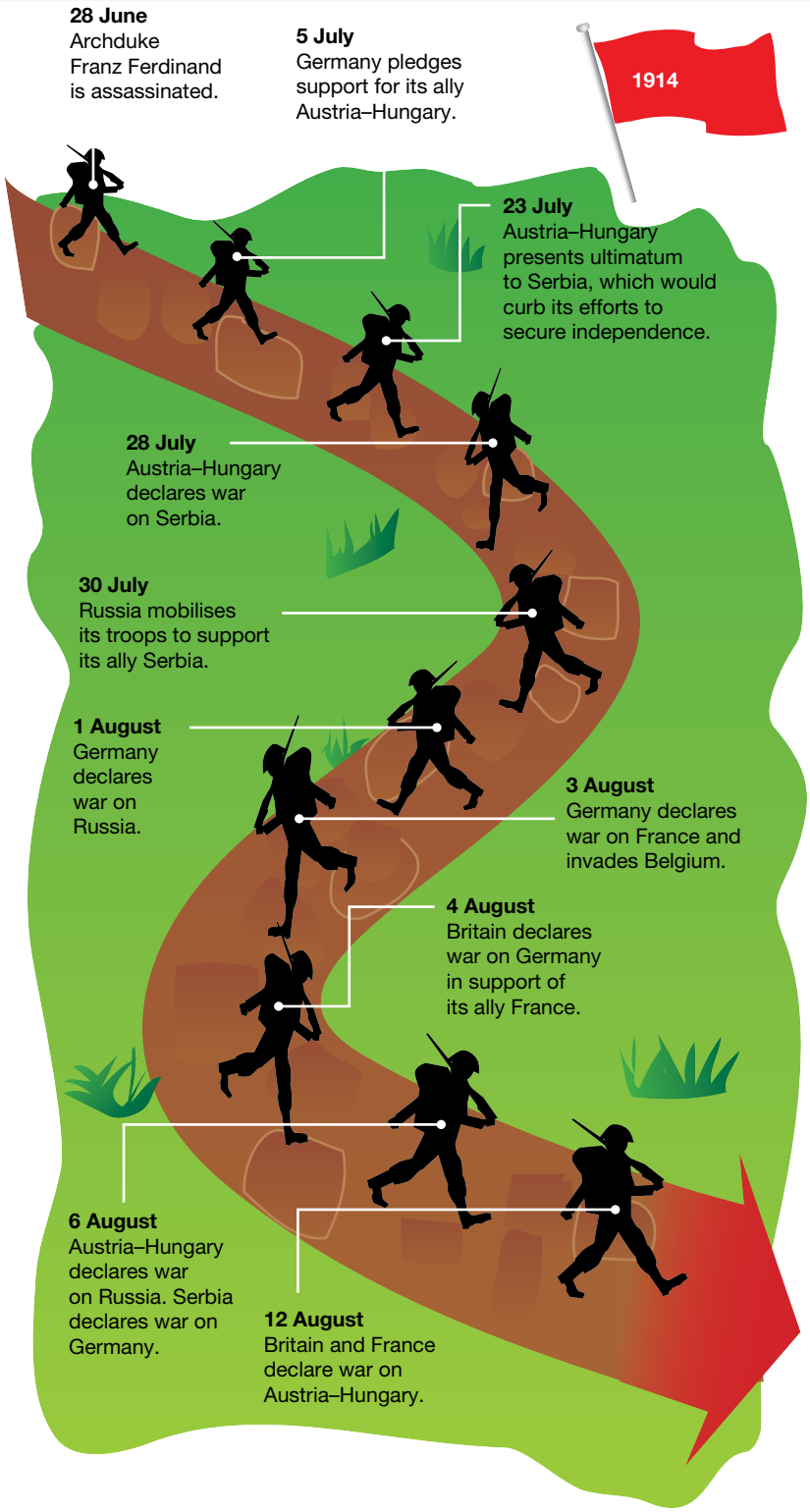
- understand the order in which events occurred
- describe the time distances between events
- identify what has changed over time
- identify what has stayed the same over time
- analyse how one event might relate to other events
- compare what might have been happening in different places at the same time
- assess if one event might have led to another event (cause and effect).

SOURCE 2 An example of a timeline that covers a long span of time

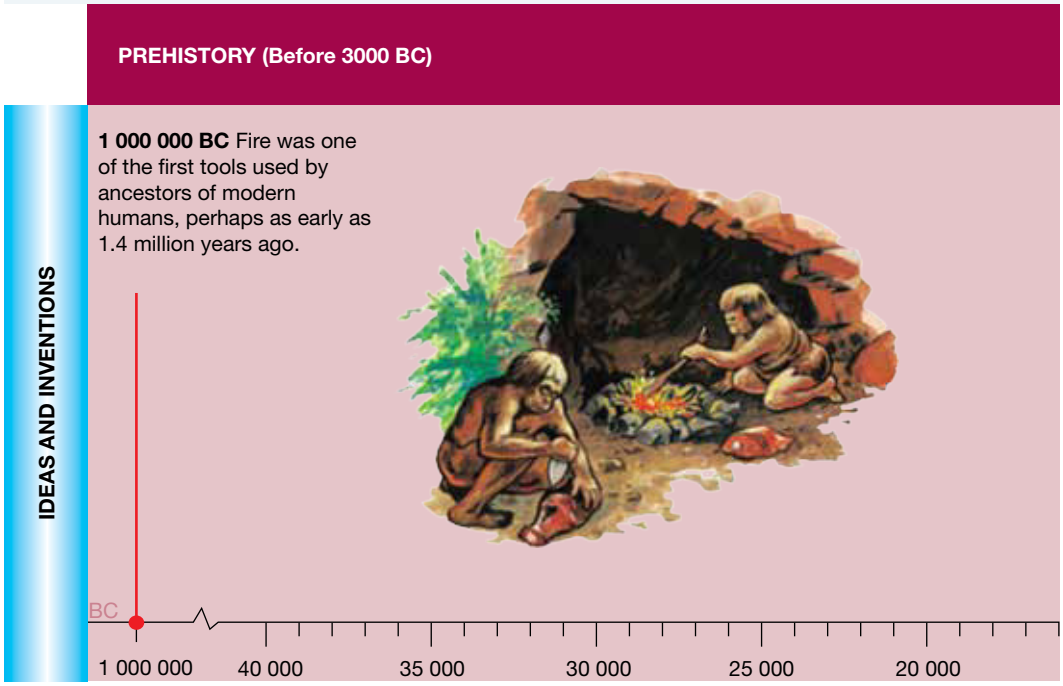


Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. The timeline may span thousands of years (see **SOURCE 2**) or cover a very short period (see **SOURCE 3**). In print, timelines may be as simple as a horizontal or vertical line, or highly visual, with use of colour and images (see **SOURCES 4, 5** and **6**). Using digital technology, interactive online timelines can be created; users can click on a date and see a descriptive label, an image or even hear an audio narrative or sound effects.

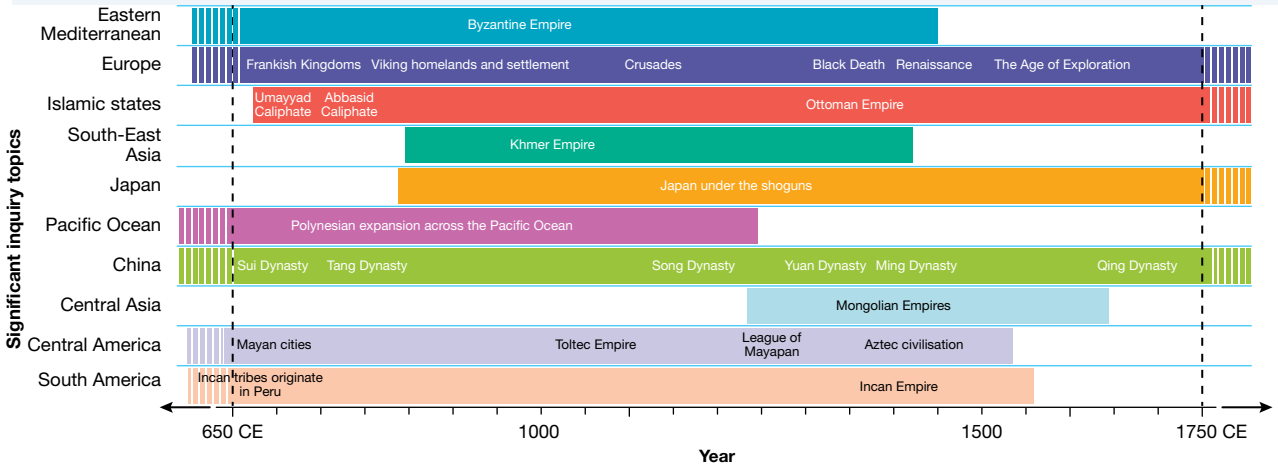
SOURCE 3 An example of a timeline that covers a short span of time



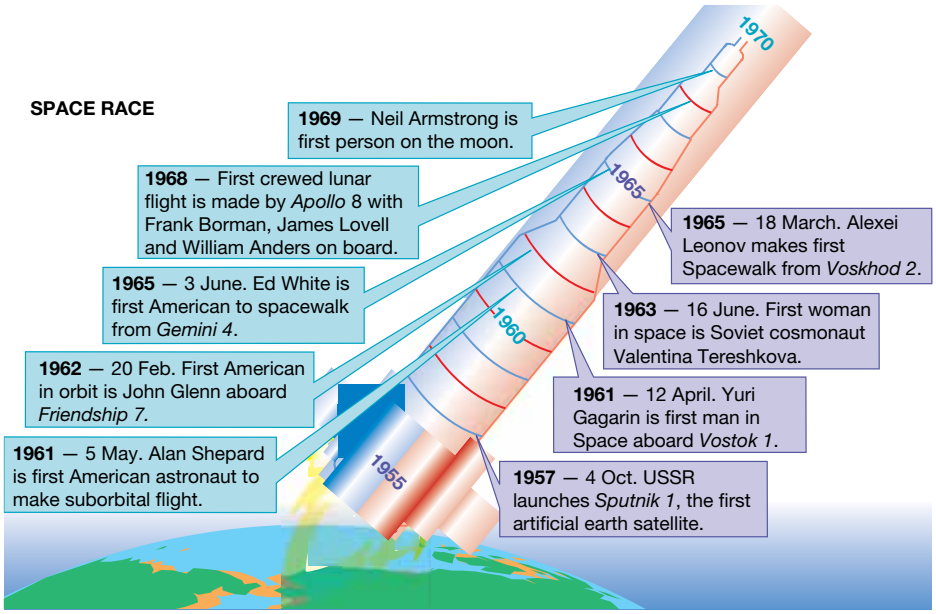
SOURCE 4 An extract from a timeline that provides some illustrative material to accompany descriptive text labels



SOURCE 5 An example of a horizontal timeline that uses coloured bars to compare significant events in different places at the same point in time



SOURCE 6 An example of a timeline that uses a drawing of an object related to the subject or theme of the timeline



1.4.2 Show me

How to create a timeline

Timelines can cover very short or very long periods of time.

- They can focus on just a few months or years.
- They can focus on big, sweeping changes over thousands of years.
- In most cases, they are divided up into equal blocks of time, such as decades or centuries. This is not essential but it helps us to see not only the order of events but how close or how far apart they were.
- A break in the timeline (using a zigzag line, for instance) can show a long span of time between one date and the next.
- To make equal blocks of time you need to use a scale — for example, 1 centimetre = 10 years.
- Timelines can be horizontal (across the page) with the earliest dates on the left and later dates to the right.
- Alternatively they can be vertical (down the page), in which case the dates usually run from the earliest at the top to the latest at the bottom.
- Often we have only approximate dates for events in ancient history. In those cases, we put 'c.' in front of the date. It stands for *circa*, which is Latin for 'around' or 'about'.

Step 1

Study the **SOURCE 7** timeline. Look at the way this timeline has been constructed.

- It is a vertical timeline.
- It has been divided into centuries.
- A scale of 1 centimetre = 1 century has been used.

Step 2

Mark events alongside the appropriate time period of the timeline — use pointers to indicate the exact location on the timeline where the event belongs.

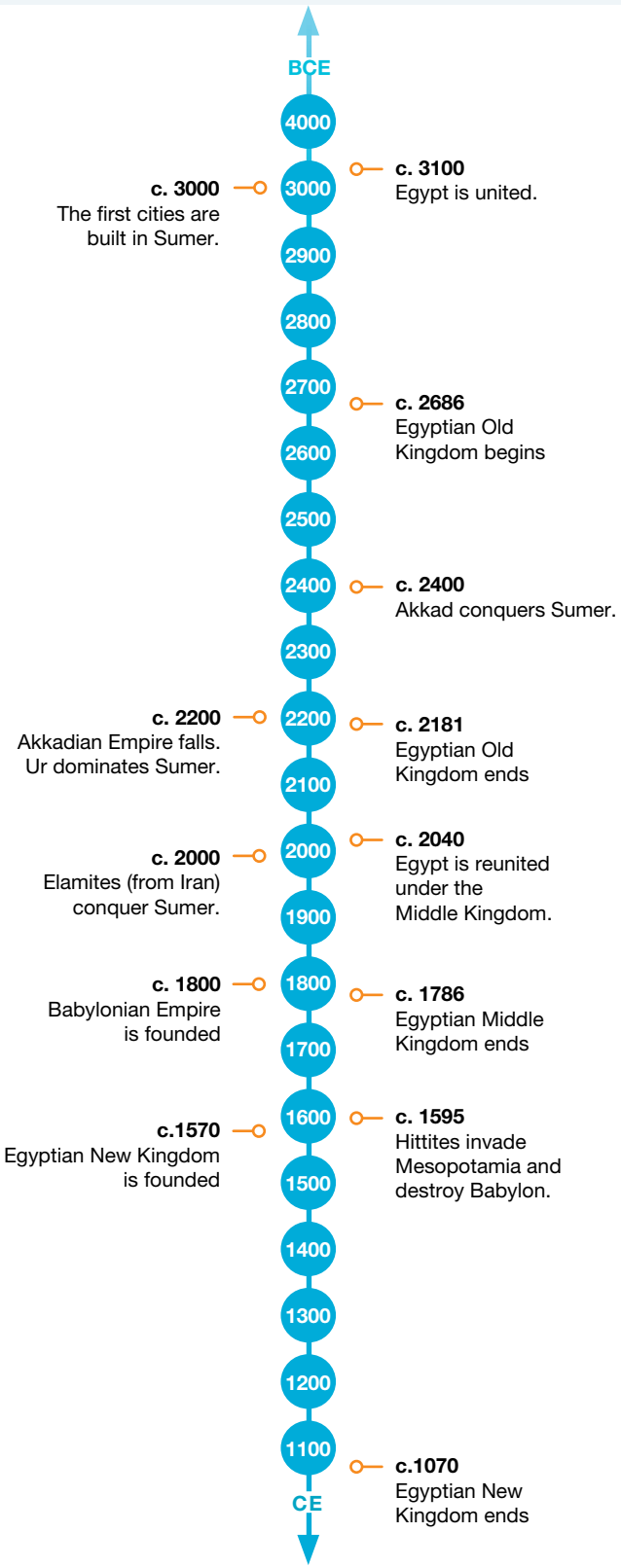
Step 3

Make sure your completed timeline has a clear title.
The title should state:

- the time period covered
- the subject or theme
- the beginning and end dates.

Model

SOURCE 7 Timeline of the rise and fall of kingdoms and empires in Egypt and Mesopotamia between 3000 BCE and 1000 BCE



1.4.3 Let me do it

Complete the following activities to practise this skill.

1.4 ACTIVITIES

1. Construct a timeline of key events during the periods covered in Year 9 — The Making of the Modern World (1750–1918) and The Modern World and Australia (1914–1918).
- Use a vertical or horizontal timeline.
- Decide what scale you will use.

Key events for your timeline:

1765	The American Revolution begins.
1769	James Watt invents a steam engine capable of providing continuous power.
1783	The Treaty of Paris was signed, formally ending the American Revolution.
1788	The First Fleet arrives in Botany Bay.
1789	The French Revolution begins.
1793	Eli Whitney invents the cotton gin.
1799	Napoleon Bonaparte stages a coup d'état, marking the end of the French Revolution.
1830	Stephenson's Rocket hauls the first train on the Manchester-to-Liverpool railway line.
1833	The Slavery Abolition Act abolishes slavery throughout the British Empire.
1834	The Poor Law Amendment Act forces the poor to live in workhouses.
1838	The First Opium War begins.
1851	Gold is discovered in the newly named Colony of Victoria.
1861	The American Civil War begins.
1863	President Abraham Lincoln signs the Emancipation Proclamation, officially freeing the slaves in the United States.
1865	The American Civil War ends.
1874	British Parliament passes the Factory Act, setting maximum allowable working hours per week for all workers.
1876	Alexander Graham Bell patents the first telephone.
1882	Germany, Austria–Hungary and Italy form the Triple Alliance.
1894	First Sino-Japanese War begins.
1901	Australia celebrates Federation.
1907	Britain, France and Russia form the Triple Entente.
1914	Britain declares war on Germany.
1915	The Anzacs land at Gallipoli on the morning of 25 April.
1918	The Armistice, signed on 11 November, ends the fighting in World War I.

Your timeline will help you to analyse and compare events. For example, you could use it to answer questions such as:
- When did the American Civil War begin and end?
- When did World War I begin and end?

2. Apply your skills to answer the following questions.
- **a.** What time span does your timeline cover? (That is, how many years in total are covered by your timeline.)
- **b.** How many years elapsed between the start and the end of the French Revolution?
- **c.** Which came first — the American Revolution or the French Revolution? What period of time separated the two historical events?
- **d.** Identify three significant events during the period of time illustrated on the timeline for:
  - **i.** Britain
  - **ii.** Australia.
- **e.** What event of significance for Britain occurred during the period of the American Revolution?
- **f.** What was the consequence of Germany, Austria–Hungary and Italy forming the Triple Alliance, then Britain, France and Russia forming the Triple Entente? (Hint: Look for an event that happened after the formation of these alliances.)

LESSON
1.5 SkillBuilder: Determining historical significance

LEARNING INTENTION

To come

1.5.1 Tell me

One way of developing a deeper understanding of the past is to think about the significance of particular events, individuals, groups or ideas. This is not an easy thing to do. Measuring the importance of any aspect of history requires making a judgement about what was important at the time or what is still important today. There are several criteria we can use to evaluate the historical significance of any event, individual, group or idea:

- **Was it remarkable?** Was it different or new? Did people comment on it at the time? Was it important for them?
- **Has it been remembered?** Have others written or spoken about it since? What has been emphasised? What aspects may have been left out?
- **Did it result in change?** What were the consequences, either in the short term or the long term? Were these consequences important or profound? How many people were affected? In what ways were their lives changed? For how long were the consequences felt?
- **What does it reveal?** What does it tell us about the time and its people? What does it tell us about those who have written about it? What does it tell us about ourselves? How does it compare with other aspects of the same period?
- **How is it relevant?** Is it important for us today? Does this aspect of the past resonate with our own experiences? Does it help explain the present in some way or help us in guiding our future?

When thinking about an aspect of the past we do not need to apply all of the questions to everything. However, we can try them out and see how they might apply. It is also important to know that people disagree about what is important or significant about the past. It's one of the things that makes history an interesting subject to study.

1.5.2 Show me

The Chinese on the goldfields: helpless victims of racism?

In lesson 3.4 we explore the Chinese presence on the goldfields, the hostility and prejudice they faced and how they reacted to such racism. We can understand the complex nature of this issue a little more if we look at the historical significance of the Chinese presence.

Was the Chinese presence remarkable?

There is no doubt that the Chinese were a large and visible group on the Victorian goldfields.

- The numbers of Chinese in Victoria increased significantly from a few thousand in 1854 to nearly 30 000 later in the decade, when the Chinese accounted for one in every ten Victorians.
- More than 12 000 Chinese arrived in Australia in 1856; most headed for Victoria.
- More importantly, on certain goldfields they were very prominent; in December 1857 the Chinese made up 27 per cent of the adult male population at Bendigo.
- By 1861 there were nearly 40 000 Chinese in Australia, making up 3.3 per cent of the entire Australian population.

It is also clear that the Chinese were a distinct national group who were different in language, dress, customs and religion from the majority of the European miners. They suffered prejudice and hostility. The image in **SOURCE 1** expresses this fear and intolerance.

SOURCE 1 Melbourne Punch Almanack, January 1857. Rare Books Collection, State Library of Victoria

A Flood of Celestial Light pouring in upon the Diggings.

Has it been remembered?

Despite the fact that Chinese miners were hardworking and peaceful, some European miners resented their different appearance and customs and were anxious about their competition in finding gold. Rumours, fear and intolerance, as well as declining income for miners, led to a series of riots and protests.

The image in **SOURCE 2** is from the National Museum of Australia. It emphasises the violence of the European responses and the apparent helplessness of the Chinese.

SOURCE 2 The Australian goldfields were dangerous places for the Chinese. Here, Chinese miners are fleeing from European rioters who are attacking them with spades and picks.

There are several textbooks and websites that contain violent images and descriptions similar to those in **SOURCE 2**, and it would be worthwhile to compare them. How many emphasise violence and hostility? Do they include other sorts of interactions? It is certainly true that the violence has been well remembered in our history and this makes it worthy of further study.

Did it result in change?

Anti-Chinese feeling on the goldfields resulted in two racist laws in Victoria that discriminated against the Chinese.

An Act to Make Provision for Certain Immigrants was passed in 1855. This imposed limitations on the numbers of Chinese people each ship could carry to Victoria, and a £10 fee for every Chinese person to pay on arrival.

To avoid paying the tax, ships began unloading people in South Australia. As a response, the Victorian government then proposed another law '*to control the flood of Chinese immigration setting in to this Colony and effectually prevent the Gold Fields of Australia Felix from becoming the property of the Emperor of China and the Mongolian and Tartar Hordes of Asia*'.

This law initially proposed a £1 per month 'residence tax', in addition to another £1 per year 'protection fee' as well as the £1 per year 'miner's right' that all miners paid. In addition, the residence licence could only be paid if they proved that they had paid the initial £10 poll tax. To make matters worse, any person could arrest any Chinese person without a residence licence at any time.

This resulted in *An Act to Regulate the Residence of the Chinese Population of Victoria* in 1857. Chinese protests against the Bill brought some concessions. The residence tax was reduced to £1 every two months and the imprisonment clause was dropped, but the law still remained as a significant and unfair law against a targeted race.

Going further: working like a historian

One of the longer-term changes worth considering would be whether these laws contributed to the development of other restrictive and racist laws in Australia, especially the White Australia policy of the next century.

What does it reveal?

There are several things suggested by the sources above. Firstly, the Chinese presence sparked racially based fear and anxiety amongst the Europeans. This resulted in violence on the goldfields as well as government action to regulate the numbers of migrants from China and control their movements in Victoria.

However, the Chinese community protested very strongly against these laws and managed to win concessions. It would also be worth considering other sources that suggest other forms of relations on the goldfields.

There are other possible implications that you could discuss, such as the obvious possibility that friendly relationships existed and that many Europeans accepted the Chinese presence. The ideas of prejudice, racism and intolerance are still relevant today. Consider this question: can we learn anything from our study of this topic that might influence our own ideas and values?

1.5.3 Let me do it

Complete the following activities to practise this skill.

1.5 ACTIVITIES

The Chinese on the goldfields: helpless victims of racism?

Step 1

Examine the following sources and identify what each tells us about the Chinese presence in Australia. For each source, answer the questions below.

- Does the source suggest that the Chinese were passive victims of European racism?
- Does the source indicate that Europeans were consistently hostile?
- Does the source show the Chinese as a distinctively different group, keeping to themselves?
- What does the source suggest about the place of the Chinese community in Victoria during the gold rushes?
- What does the source say about European and Chinese relations?

You may wish to organise your findings into a table with a column for each source and a row for each question, or you might devise a graphic organiser.

SOURCE 3 Portrait of a Chinese Gentleman, courtesy of Dennis O'Hoy Golden Dragon Museum Showing Face Exhibition

SOURCE 4 Lovejoy, V., *The Things that Unite: Inquests into Chinese deaths on the Bendigo Goldfields 1854–65,* http://prov.vic.gov.au/publications/provenance/provenance2007/things-that-unite

… the things that united these first-generation gold seekers were greater than the things that divided them. The Chinese worked alongside Europeans and in similar ways on the Bendigo field. They used the same tools, experienced the same dangers, the same frustrations and the same successes. Their lives and aspirations were not so very different. Whether they were English, German, American, Maori or Chinese, all miners dreamed of making their fortunes, all were migrants living in a harsh environment far from their homelands, and all relied on networks of friends and family to support them.

There is no doubt that the Chinese preferred to live and work together, as did different groups of Europeans, and that working relationships across the groups were as uncommon as personal relationships. Yet the inquest records reveal a shared humanity that saw Europeans readily respond to Chinese in distress, whether by accident, illness or poverty. In emphasising the prejudice against the Chinese, it is easy to lose sight of these everyday individual connections that tell a different story.

SOURCE 5 John Alloo's Chinese restaurant, Main Road, Ballarat, 1853 by S.T. Gill

SOURCE 6 Kyi, Anna, 'The most determined and sustained diggers' resistance campaign'. This article argues that the Chinese community in Victoria was successful in fighting against government legislation and excessive taxation and that many Europeans on the goldfields supported them. http://prov.vic.gov.au/publications/provenance/provenance2009/diggers-resistance-campaign

Besides demonstrating that the Chinese were capable of and willing to adopt Western forms of constitutional protest, the petitions are also examples of Chinese agency, evidence that the Chinese chose not to be passive victims. They provide valuable insights into the grounds upon which the Chinese defended their rights, and themselves, as well as understandings of the impact that anti-Chinese legislation was having on their lives … the Victorian Government repeatedly amended anti-Chinese legislation and eventually removed these laws in response to Chinese evasion of taxes.

SOURCE 7 The first Melbourne Chinese Australian Rules Football Team in 1899, St Vincent's Hospital Charity Game. Photograph: Newspapers Collection, State Library of Victoria

Step 2

Compare your conclusions from these five sources with the information and the sources from the Show me section.

You may wish to add the sources in the Show me section to your table.
Explain in what way these new sources give different points of view.

Step 3

Go back to our original question. Based on all of the sources and information in this section, what conclusions can you draw about the historical significance of this aspect of Victoria's history? In what ways do the sources provide different ways of looking at the consequences of the Chinese presence in Australia at this time?

Step 4

Ask yourself the following questions again. You should come up with more complex answers than the ones suggested in the Show me section.

- **Was it remarkable?** Was it different or new? Did people comment on it at the time? Was it important for them?
- **Has it been remembered?** Have others written or spoken about it since? What has been emphasised? What aspects may have been left out?
- **Did it result in change?** What were the consequences, either in the short term or long term? Were these consequences important or profound? How many people were affected? In what ways were their lives changed? For how long were the consequences felt?
- **What does it reveal?** What does it tell us about the time and its people? What does it tell us about those who have written about it? What does it tell us about ourselves? How does it compare with other aspects of the same period?
- **How is it relevant?** Is it important for us today? Does this aspect of the past resonate with our own experiences? Does it help explain the present in some way or help us in guiding our future?

LESSON
1.6 SkillBuilder: Analysing cartoons

LEARNING INTENTION

To come

1.6.1 Tell me

Historical sources help us understand the way people in the past thought and felt about their lives. The way we evaluate these sources shapes our understanding of the past.

Analysing cartoons as evidence

Artworks, photographs and illustrations all tell us useful things about the values, attitudes and beliefs of people in the past. Political cartoons can be powerful evidence of how people thought and felt about their lives. In the nineteenth century, most cartoons were ink drawings created for newspapers or magazines to provide humorous or critical comment on current events and issues. (Some of the best cartoons were able to both amuse and inform.) *The Bulletin* often used cartoons to promote ideas about republicanism, White Australia, the 'bush ethos', nationalism and trade unionism. Some of the strongest political cartoons appeared in trade union newspapers such as *The Sydney Worker* or the Victorian *Champion*.

Interrogating the source

Care should be taken when analysing any historical source. You should always be prepared to ask questions about them. In relation to primary sources like political cartoons, these questions might be:

- How many people read the publications?
- What were the specific events at the time?
- How typical were these viewpoints of the period?

Remember, it is reasonable to assume that not all readers of a publication would have agreed with the opinions expressed in every image, and that there would be a range of views or perspectives on any one issue.

While cartoons can be very useful sources of evidence, it is important to recognise that they use caricatures of individuals or groups (exaggerating certain characteristics). They also make fun of political figures or draw certain types of people in heroic or critical ways. The cartoons that follow show these techniques.

How to analyse and evaluate a historical source

Step 1

Scan the source for information:

- Who produced it?
- What type of source is it?
- When and where was it created?
- What subject does it discuss?
- What point of view does it put forward?
- How is this point of view conveyed? (Think about the images, text, the use of caricature or stereotypes.)
- What is its purpose and intended audience? (Who was it aimed at? What was it trying to say/what point was it making?)

This **initial analysis** is very important and is an excellent starting point for becoming familiar with the process of analysing political cartoons.

Going further: working like a historian

To analyse a cartoon in more detail you can look at the context, draw conclusions about the source, and think about its value as a historical source. The following steps take you through this more complex analysis.

Step 2

Provide some **context**. This involves looking much more closely at who produced the source, when and where it was made and why it was created.

- What was happening at that time and what are the circumstances that led to the creation of this viewpoint?
- What else do you need to find out about that time period to fully appreciate the value of the source?

Step 3

Begin **drawing conclusions about the source**. This involves thinking about what it suggests about the people, events or issues of the time.

- What does it reveal about the period?
- Can you define the particular perspective the source is presenting?
- What are the source's strengths and weaknesses as evidence?
- Are there any ideas, images or terms that need further exploration?
- Which perspectives are not included?
- Whose views have been left out?

Step 4

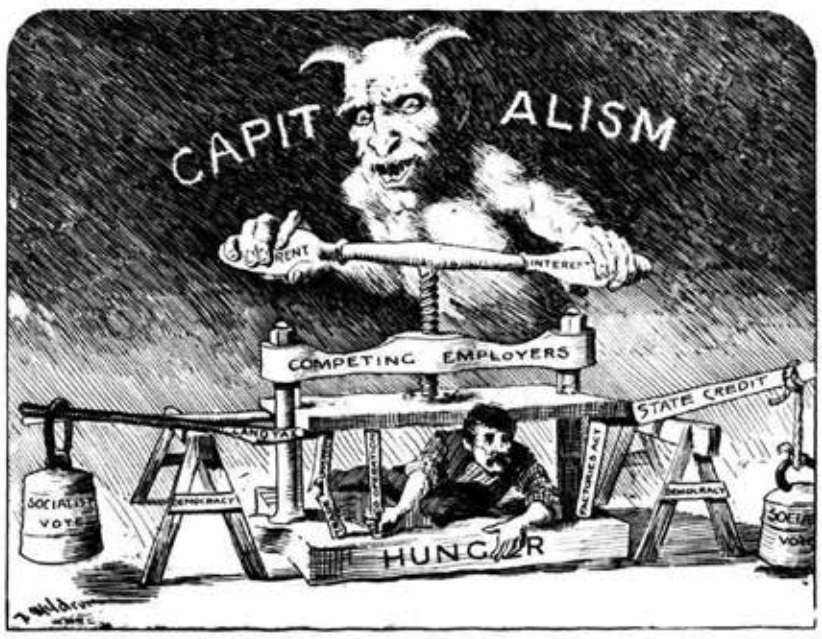
Determine the source's value as evidence. You could start by asking yourself how typical it might be.

- Compare the source with other material from the period, looking for areas of agreement (corroboration) or disagreement (contest). Try to establish the reasons for any similarities or differences.
- Ask yourself how you would use the source as evidence to answer a question about the period.
- What gaps in information have you found?
- What sort of further research is required?

1.6.2 Show me

This process is explored in relation to the **SOURCE 1** cartoon.

SOURCE 1 Ambrose Dyson, 'Our Industrial System', Champion, 14 September 1895. Courtesy State Library of Victoria.



OUR INDUSTRIAL SYSTEM.

Step 1

Find out about the past: conduct the **initial analysis**.

- *When and where was it created?*
  This was drawn by Ambrose Dyson and published in *Champion* on 14 September 1895.
- *What subject does it discuss?*
  It is concerned with relations between workers and employers.
- *What point of view does it put forward?*
  It suggests that workers are helpless victims of the strength and greed of competing employers.
- *How is this point of view conveyed? (Think about images, text, caricature or stereotypes.)*
  This is conveyed by the size of the devilish figure of 'capitalism', squeezing the worker flat to the board of 'hunger' with rents and interest rates. The worker's only protection is the weight of the 'socialist vote' and the levers of 'land tax' and 'state credit'.
- *What is its purpose and audience? (Who is it aimed at? What point is it making?)*
  Dyson is essentially saying that 'our industrial system' is unfair and unjust. The cartoon would have been published not only to gain sympathy for workers but also to inspire support for the labour movement and unionism.

Going further: working like a historian

Step 2

Determine context.

- *What was happening at that time and what are the circumstances that led to the creation of this viewpoint?*
  The publication *Champion* was a working-class socialist publication based in Melbourne. Ambrose Dyson was only 19 years old when he drew this cartoon. The power of this cartoon, however, lies in its timing: 1895. This marks the end of the period of major strikes that were a disaster for workers and unions. Working with colonial governments, employers' associations humiliated unions. Troops and police were used in confrontations with workers, non-union 'scab' labour was employed, union membership fell and after four years of economic recession more than a third of all workers in Australian cities were unemployed.
  The sense of helpless workers being crushed by capitalism is clearly expressed. The cartoon's purpose is possibly to create sympathy for workers while criticising the heartless evil of the 'industrial system' that favours the evil of 'capitalism'.

Step 3

Draw conclusions.

- *Can you define the particular perspective the source is presenting?*
  This cartoon is obviously a fairly extreme, bitter image of despair, published in a radical workers' newspaper.
- *What are the source's strengths and weaknesses as evidence?*
  Its strength lies in its depiction of the helplessness and vulnerability of many workers at the time who faced hunger, unemployment and poverty. Its depiction of 'capitalism' as the devil is both a strength and a weakness: it is a strong and memorable image of the ruthless behaviour of employers during the strikes, but its weakness is that it did not reflect the fact that many employers were sympathetic to the workers they employed and did their best to keep on as many as possible.
- *Are there any ideas, images or terms that need further exploration?*
  With so many workers unemployed at the time, it is possible that such sentiments were widespread, but more research is needed to confirm this.
- *Which perspectives are not included? Whose views have been left out?*
  Positive views of the humanity of employers have been omitted; it is a pessimistic view of the place of the worker in society.

Step 4

Determine value.

- *Compare the source with other material from the period, look for areas of agreement (corroboration) or disagreement (contest) and try to establish the reasons for any similarities or differences. Ask yourself how you would use the source as evidence to answer a question about the period.*

This is obviously one example of working-class despair and pessimism after the great strikes of the 1890s and four years of a severe depression. Its value lies in its expression of the helplessness of workers and the way in which it blames the evil of capitalist employers for their hardships.

- *What gaps in information have you found?*
  We don't know if the attitudes of this cartoon were typical of the decade or limited to 1895.
- *What sort of further research is required?*
  Such an image could be tested by looking at other images of bosses and workers at the time, as well as by considering working-class wages and conditions. You could also consider images produced before the strikes, as well as those made after the formation and early success of the Australian Labor Party.

1.6.3 Let me do it

Complete the following activities to practise this skill.

1.6 ACTIVITIES

1. Using the questions in the Tell me section, and following the example from the analysis of **SOURCE 1**, complete the tasks below for **SOURCES 2 AND 3**. Complete step 1, and then if you are completing a more detailed analysis continue to steps 2, 3 and 4.

Step 1

Make an initial analysis of each based on the information provided.

Going further: working like a historian

Step 2

Context: find out what you can about who produced it, what was happening at the time and why it was created.

Step 3

Draw some conclusions about what the image suggests and whose perspective it is putting forward. What does it reveal or suggest about the period?

Step 4

Determine its value as evidence: how does it compare with the other sources, including **SOURCE 1**? What are the differences and similarities in the way it presents employers, workers and their relationships? How is it useful as evidence?

2. Based on what you have learned in this lesson apply your skill in analysing cartoons to answer the following questions.
   a. What do these images suggest about relations between employers and workers?
   b. What conclusions can you draw about how workers thought of themselves?
   c. How do these cartoons add to our understanding of the results of the strikes of the 1890s?
   d. How might employers have felt when these cartoons were published? Do you think that cartoons like this are effective in putting forward ideas?

SOURCE 2 Livingstone Hopkins, 'The Labour Crisis', *Bulletin*, 16 August 1890. Courtesy Monash University **Library** Rare Books. This cartoon was on the cover of the *Bulletin* in the month the strikes began. 'Capital: "See here, my man, one of us must either go back or else lie down and let the other walk over him. Now which of us shall it be?" (And that is now the question.)'

SOURCE 3 Lionel Lindsay, 'The Forge', *Tocsin*, 21 October 1897. Courtesy State Library of Victoria. The optimism and strength of the worker has returned. Increasing union membership and the formation and success of the Labour Party has had an influence. Nevertheless, there would have been very few blacksmiths still in operation in 1897.

LESSON
1.7 SkillBuilder: Analysing photos

LEARNING INTENTION

By the end of this lesson you should be able to use the evidence provided in a photo to draw logical conclusions about the past.

1.7.1 Tell me

Australian World War I Photography

Tens of thousands of photographs were taken during World War I, even though soldiers could have been court-martialled for taking photographs in battlefront areas. Large numbers of photographs were taken for military reasons or to create a visual record of the war. Official war photographers like Australia's Frank Hurley captured the reality of war in a way that was previously unseen. He was employed by the Australian government to capture Australia's role within World War I for their official records. Hurly became the first official photographer of the Australian Imperial Forces in 1917 and was given the rank of honorary captain.

Why is it important to analyse and corroborate photographic sources?

Photographs are excellent examples of a primary source that historians study in order to discover the life and times of society in the past. However, just like today, photographers in the past often manipulated their photos in order to tell a specific story. This was done in a variety of ways, such as changing the angle that a photograph was taken, making a careful scene selection (what is included and what is excluded), and deciding whether or not it is a close-up photograph or one taken from a distance. Therefore, the ability to critically analyse historical photographs is an important skill in determining how reliable and useful they are in telling us about the past.

SOURCE 1 Stretcher bearers carrying the wounded through the trenches during the Gallipoli Campaign in 1915

Modern digital photography and photography manipulation was not invented until several decades after the end of World War I; this, however, did not stop World War I photographers like Frank Hurley composing and editing their photographs in a manner to tell a specific story. During World War I, Hurley and other skilled photographers used a variety of methods to ensure that their photographs conveyed the message they wanted. Unlike today's modern digital cameras that are able to capture moving objects without blurring, during World War I, the cameras were unable to do this; therefore, to avoid blurring the photographers often posed their subjects as if they were in motion. For more dramatic photographs Hurley and other skilled photographers would often make composite pictures by combining two or more negatives. It is for these reasons that, as historians, it is vitally important to recognise features within photographs that may have been altered to tell a specific story or to make them useful as propaganda or simply to make the scene more exciting.

1.7.2 Show me

Historians become historical detectives when analysing historical photographs. They must analyse the clues that are provided and evaluate the accuracy, usefulness and reliability of the photographs. This is done by asking the following questions. (You will notice that these questions are also based around the 5W-1H questions.)

1. **The photographer:** *Who* took the photograph (if known) and what is the source (if stated)?
2. **Location:** *Where* was the photograph taken?
3. **Date:** *When* was the photograph taken?
4. **Editing:** *How* has the photograph been posed, or has the photographer simply recorded a scene? *What* has been included or excluded from the photograph via cropping and does this change the meaning of it? Is the photograph made up of a combination of negatives to make a composite image?
5. **Composition:** *How* has the photograph been composed? Has the photograph been taken from a particular angle, close up or from a distance and *how* does this affect the viewer's reaction to it?
6. **Subject:** *What/who* is the main subject of the image? *What* background and minor details are shown and what do these details contribute to the photograph?
7. **Purpose:** *Why* was the photograph taken (if known)?
8. **Usefulness:** *How* useful is this photograph in giving us more knowledge about the subject we are studying?
9. **Accuracy and reliability:** *How* do we know if we should trust the story that this photograph tells? *How* might the scene we see be contested by people with other viewpoints?

SOURCE 2 was taken during World War I; the photograph was taken by Frank Hurley, an official Australian war photographer. It is held in the collections of the Australian War Memorial.

SOURCE 2 Australian soldiers pass along the Menin Road beyond Ypres, Belgium, on 14 September 1917 during the Ypres battles.

To evaluate the accuracy and reliability of **SOURCE 2**, you could compare it with many other images from a similar time and place. A good image for comparison is **SOURCE 3**. **TABLE 1** shows you how you might analyse **SOURCE 2** to asses its accuracy, reliability and usefulness.

SOURCE 3 An Australian soldier runs across the road through Chateau Wood in the Menin Road area, in the Ypres sector, Belgium, on 5 November 1917. The photograph was taken by Frank Hurley, an official Australian war photographer. It is held in the collections of the Australian War Memorial.

TABLE 1 Analysing **SOURCE 2**

Questions about SOURCE 2	Answers
1. Who took the photograph (if known)? What is the source (if stated)?	The photographer was Frank Hurley, an official Australian war photographer. The photograph belongs to the Australian War Memorial.
2. Where is the location?	The photograph was taken on the Menin Road near Ypres, Belgium.
3. When was the photograph taken?	It was taken on 14 September 1917, which places it at the time of the Third Battle of Ypres.
4. Has the photograph been posed or has the photographer simply recorded a scene? Has the photograph been cropped and, if so, has this changed its meaning at all? Has the photograph been changed by adding or removing any details or by combining negatives to make composite images?	There is no evidence that the photograph has been posed; there is some blurring of the closer soldiers' feet, which suggests they were moving. Although it is possible that Hurley might have asked the soldiers to stand still for a moment to avoid significant blurring. (In contrast, **SOURCE 2** is very likely to have been posed, as it is improbable that a lone soldier would have been crossing the road just when Hurley was ready to take a photograph, and there is no blurring around his feet.) There is no evidence that **SOURCE 1** has been cropped, although it is equally possible that it could have been cropped. Nor is there evidence of any other tampering with the image, although there could easily have been tampering.
5. Is the photograph taken from close up or from a distance, and does this affect the viewer's reaction to it?	The photograph has been taken close up to the dead horses, so that we react first to the scene in the foreground, and that our eyes then move to the soldiers on the road moving into the distance. This photographer has a good sense of composition.
6. What is the main subject? What background and minor details are shown? What extra information do the minor details add?	The subject is the destructive power of the war and the experiences of Australian soldiers at the time of the Third Battle of Ypres. The bloated bodies of dead horses in the foreground are no more important than the soldiers marching away from them in the background, possibly to share their fate. The flatness of the land on both sides of the road provides evidence of the type of landscape in which many battles were fought on the Western Front. The bare trees and debris along the road contribute to an image of devastation.
7. What was the purpose of taking the photograph (if known)?	As the photograph was taken by an official war photographer, it was likely taken to document the conditions experienced during the fighting around Ypres.
8. For what aspect of World War I does the photograph provide useful evidence?	It provides useful evidence for the effect of the war on the landscape, animals and soldiers.
9. Is the evidence it provides accurate and reliable and how can you tell?	The evidence in this photograph is accurate and reliable. We could tell this by comparing similar photographs and written records of the fighting at Ypres in 1917. **SOURCE 2**, which was taken almost two months later in the same general area, can be used to support its accuracy and reliability as it shows similar devastation and provides evidence of the added effects of rain.

1.7.3 Let me do it

Complete the following activities to practise this skill.

1.7 ACTIVITIES

1. Use the questions in the example in the Show me section and repeated below to analyse **SOURCE 4.** You can use **SOURCE 5** to assess the accuracy and reliability of **SOURCE 4**.

SOURCE 4 Two soldiers of the Australian 5th Division crossing a frozen trench by a duckboard bridge at Bernafay Terminus on the Western Front in January 1917. The image was taken by an unknown official war photographer. It is held in the collections of the Australian War Memorial.

a. Who took the photograph? What is the source?
b. Where is the location?
c. When was the photograph taken?
d. Has the photograph been posed or has the photographer simply recorded a scene? Has the photograph been cropped and, if so, has this changed its meaning at all? Has the photograph been changed by adding or removing any details or by combining negatives to make composite images?
e. Is the photograph taken from close up or from a distance, and does this affect the viewer's reaction to it?
f. What is the main subject? What background and minor details are shown? What extra information do the minor details add?
g. What is the purpose of this photograph?
h. For what aspect of World War I does the photograph provide useful evidence?
i. Is the evidence it provides accurate and reliable and how can you tell?

SOURCE 5 An Australian officer plodding through the frozen mud in a trench near Gueudecourt, in France, during the winter of 1916–17. The image was taken by an unknown official war photographer. It is held in the collections of the Australian War Memorial.

2. Based on what you have learned in this lesson, apply your skills in analysing photographs to answer the following questions.
   - **a.** Give two reasons photographs were taken on the battlefronts during World War I.
   - **b.** In what ways could photographs be altered to change their meaning?
   - **c.** Who was Frank Hurley and what did he do as Australia's first official war photographer?
   - **d.** Why would Hurley's photographs be more questionable for reliability than photographs taken by ordinary soldiers?
   - **e.** What general conclusions about conditions on the Western Front can you draw from the four photographs used in this lesson?

LESSON
1.8 SkillBuilder: Identifying continuity and change

LEARNING INTENTION

By the end of this lesson you should be able to identify moments or periods of historical change, discuss their pace and suggest the extent of their impact.

1.8.1 Tell me

Societies around the world are forever changing and adapting to the challenges they face. However, there are periods of time when that change is slow and elements of society remain constant or maintain a sense of *continuity*. For example, prior to the Industrial Revolution the farming practices within Britain had not changed significantly and this is an excellent example of long-term continuity. In the eighteenth century this changed when farming practices were altered dramatically with the introduction of four-crop rotation, enclosures and new technology that allowed for more efficient sowing and reaping of crops (see topic 6). All of these changes occurred in less than 100 years; the speed of these changes is what makes them so significant in our history. Identifying these defining moments of change within our societies helps historians describe the rate and extent of the changes in order to recognise their significance.

1.8.2 Show me

How to identify continuity and change

Continuity and change within society can be identified by examining a variety of historical sources. Contemporary writers and artists often record rapid change happening around them. Statistics from the period in question can often inform us of dramatic or significant change. Look at the statistical tables in subtopics 18.7 and 18.11. In each case the figures demonstrate periods of significant change through the Industrial Revolution. They contrast with statistics from previous centuries that indicate very little change over long periods of time.

To identify continuity and change, consider the following questions:

- What change occurred?
- How quickly did it occur?
- What was the scale of the change?
- What was the impact of the change?
- How extensive was the impact?

Examining an example: the growth of the railways

One dramatic change that occurred during the period of the Industrial Revolution was the development of the railways. In 1825 and 1830, the first railway lines were experiments in attempting to use steam power to transport goods and people. Within 50 years, railway lines crisscrossed all of Britain and rail travel had become a major form of transport.

Consider the following question: 'To what extent did the development of the railways bring significant change to the way of life of people in Britain?' We can begin to answer this question by examining the following historical sources.

SOURCE 1 Transport capability

Method of transport	Tonnage carried	Distance travelled in a day
Horse-drawn cart	2 tonnes	30 kilometres
Railways	40 tonnes	300 kilometres

Source: BBC.

SOURCE 2 Journey times from London (in hours)

Destination	By horse-drawn carriage (1836)	By train (1850)
Edinburgh	43	12
Liverpool	24	7
Exeter	18	5
Birmingham	11	3
Brighton	6	1.5

Source: BBC.

SOURCE 3 Total British railway length (km)

Year	Total length
1840	3000
1845	4000
1850	10 000
1860	14 000
1880	25 000
1900	30 000

Source: Derived form bbc.co.uk © 2011 BBC.

SOURCE 4 Number of passengers carried

Year	Total population	Total number of passengers carried
1845	18 million	30 million
1900	32 million	1100 million

Source: Derived form bbc.co.uk © 2011 BBC.

SOURCE 5 A description of a major railway junction on the outskirts of London in 1876 from A. Trollope, *The Prime Minister*, 1876

It is quite unnecessary to describe the Tenway Junction, as everybody knows it. From this spot, some six or seven miles distant from London, lines diverge east, west, and north, north-east, and north-west, round the metropolis in every direction, and with direct communication with every other line in and out of London. It is a marvellous place, quite unintelligible to the uninitiated, and yet daily used by thousands who only know that when they get there, they are to do what some-one tells them. The space occupied by the convergent rails seems to be sufficient for a large farm. And these rails always run one into another with sloping points, and cross passages, and mysterious meandering sidings, till it seems to the thoughtful stranger to be impossible that the best trained engine should know its own line.

What conclusions can we draw from these sources in response to the above question? Look first at **SOURCE 1**.

What change occurred? How quickly and over what scale? These figures show us that one train hauling a number of goods wagons could carry 20 times the weight of goods as a horse-drawn cart, and could cover ten times the distance in a day. Between 1860 and 1900, the amount of railway line across Britain went from 3000 to 30 000 kilometres, so this is a large scale change over a relatively short period of time.

What was the impact of the change? This ultimately meant that both raw materials for factory production, as well as finished goods, could be transported more cheaply, because of the greater volumes and speed. It also meant that fresh food could be transported to the growing cities and still be fresh when it arrived, as the journey would not take much more than a day.

Conclusion: Access to cheaper goods and a greater variety of food would have brought significant and lasting change to the way of life of people in Britain.

SOURCE 2 allows us to draw similar conclusions about the level of changes to people's way of life.

What change occurred? How quickly and over what scale? Before the nineteenth century, most people did not travel far from their hometown or village. The railway allowed people to travel more easily and quickly.

What was the impact of the change? With the ability to travel to other towns and cities in around a quarter to a third of the time, people became more mobile and travelled greater distances, to find work or for other purposes.

SOURCES 3 and **4** help us draw similar conclusions.

What change occurred? How quickly and over what scale? By the middle of the nineteenth century, most of Britain was accessible by rail with all major cities connected to each other. This rail network continued to expand, so that by the end of the century there was hardly anywhere in Britain that was more than a few kilometres from a railway line or a station.

What was the impact of the change? In 1845 the railways carried 30 million passengers, with a total population of 18 million — the equivalent of 1.6 rail journeys per head of population for the year. By 1900 this had grown to the equivalent of 34 rail journeys per head of population.

Conclusion: This level of usage is a clear indication of a major change in the way of life of the British people in little over half a century.

Anthony Trollope's description in **SOURCE 5** carries some additional implications.

What change occurred? How quickly and over what scale? Trollope was born in 1815, so he was 60 years old when he wrote these words. He had grown up in the era before the railways, and had lived through the period of its greatest expansion.

What was the impact of the change? His description of the junction as a 'marvellous place' and 'quite unintelligible to the uninitiated' is an indication of his amazement at the rail system and the way it had grown so rapidly. Most people of his age would have had similar feelings about this new technology.

Conclusion: This extract also tells us how sophisticated the system had become by 1876, with large rail junctions controlling dozens of trains going in all directions across the country.

Each of these sources tells us of a revolutionary rail transport system that not only captured the imagination of people in Britain (and ultimately around the world), but also brought major changes to people's way of life. So efficient and effective was rail transport that it is still a highly favoured means of transport today. This change that occurred so rapidly in the nineteenth century has continued to influence our lives even in the twenty-first century.

1.8.3 Let me do it

Complete the following activities to practise this skill.

17.6 ACTIVITIES

1. Using the example above as a model, and **SOURCES 6, 7** and **8**, explain the relationship between the following significant changes that occurred in Britain during the nineteenth century:
   - improvements in coalmining
   - the use of steam power
   - the growth of the textile industry
   - rapid increases in the population of particular cities. Consider the following questions in your answer:
     a. What change occurred? How quickly and over what scale?
     b. What was the impact of the change?
     c. What conclusions can you draw about the individual change?
     d. What conclusion can you draw about all the changes when considered together?

2. Based on what you have learned in this lesson, apply your skill in identifying continuity and change to answer the following questions.
   a. Outline two changes caused by improvements in coal mining.
   b. How did the development of steam power affect the location of textile factories?
   c. What general conclusions about the changes in population patterns can you draw from the sources in this lesson?

SOURCE 6 A map of Britain showing the location of major coalfields

Source: Spatial Vision.

SOURCE 7 Number of cotton mills in Great Britain, 1787 and 1835

	1787	1835		
County		Operating	Empty	People employed
Berkshire	2	—	—	—
Cheshire	8	109	7	31 512
Cumberland	—	13	—	1658
Derbyshire	22	93	3	11 585
Durham	—	1	—	33
Lancashire	41	683	32	122 415
Leicestershire	—	6	—	592
Middlesex	—	7	—	350
Nottinghamshire	17	20	—	1723
Staffordshire	—	13	—	2048
Westmorland	5	—	—	—
Yorkshire	11	126	—	11 211

Source: From R. Burn, *Statistics of the Cotton Trade* (1847), p. 26; in A. Aspinall and E. Anthony Smith (eds), English Historical Documents, XI, 1783–1832, Oxford University Press, New York, 1959, p. 512.

SOURCE 8 Population growth in major English cities 1750–1861

Town/city	1750 (estimated)	1801	1861
London	675 000	959 000	2 804 000
Bristol	45 000	64 000	154 100
Birmingham	24 000	74 000	296 000
Liverpool	22 000	80 000	443 900
Manchester	18 000	90 000	338 300
Leeds	16 000	53 000	207 200
Sheffield	12 000	31 000	185 200

Source: British census figures.

LESSON
1.9 SkillBuilder: Analysing different perspectives

LEARNING INTENTION

By the end of this lesson you should be able to identify and explain differing points of view about a historical event or issue, and suggest likely reasons for the differing perspectives.

1.9.1 Tell me

What is historical perspective?

A historical perspective is a point of view from which historical events, problems and issues can be analysed. For example, the perspective of a factory owner in the early nineteenth century would be quite different from that of a child working in the same factory. Also, the way we view events today may be quite different from the way people viewed them in the past. For example, our expectation today is that all children attend school from the age of five or six until their mid to late teens. Two hundred years ago in Britain and most other European countries only the children of the wealthy were educated. Most children were expected to work to help the family as soon as they were physically able. Our perspective on child labour is completely different from the perspective of those living in the late eighteenth or early nineteenth centuries.

Why is it important to recognise a historical perspective?

To fully understand any historical event or issue it is vitally important to be aware of perspective or bias that could be contained within it. Therefore, to gain an accurate representation of any historical event or issue, examining reports from a variety of perspectives is crucial.

1.9.2 Show me

How to identify or recognise historical perspective

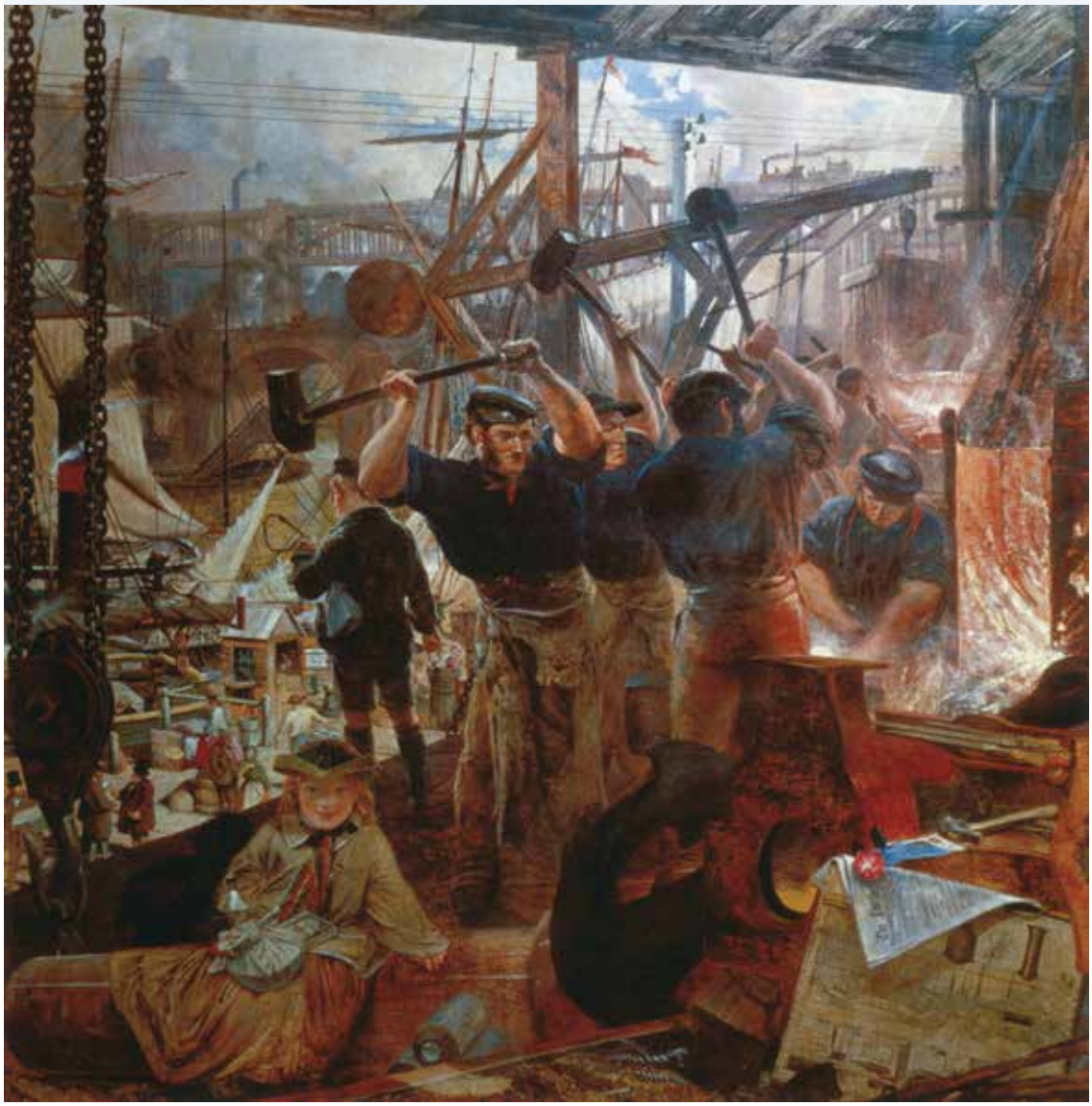
In order to understand a person's perspective, historians will often research as much as they can about that person to understand them and therefore understand their viewpoints on any given topic. During the Industrial Revolution, there were a number of factory reformers who believed in better working conditions and pay for their employees. One of these men was Robert Owen. Historians have learned a lot about his beliefs via his writings about factory reform and his actions in creating better working factories. Therefore, if we were to read a report by Owen in which he praised the management of a textile factory, it would be safe to assume that the factory owner was following suggestions made by Owen or that it was being run in a similar manner to one of Owen's own New Lanark mills. Because of the numerous studies done on Robert Owen it is easy to recognise his perspective; however, if we were to read the opinions of another factory owner it would be important to discover as much as possible about that person in order to determine their perspective. Doing so would allow us to assess their opinions and identify their bias or prejudice.

Example 1:Identifying historical perspective in a painting

Step 1: Identify the context

William Bell Scott was a nineteenth-century painter, and one of the first to produce paintings celebrating the achievements of the Industrial Revolution. His most famous work, *In the nineteenth century the Northumbrians show the world what can be done with iron and coal* (see **SOURCE 1**), was painted in 1861, and contains a broad range of activities associated with the industrial changes that had occurred in Britain during the previous hundred years. It was one of a series of paintings produced for a wealthy family in Northumberland. Bell Scott had visited Robert Stephenson's engineering workshop in Newcastle in the county of Northumberland.

SOURCE 1 Bell Scott's painting, *In the nineteenth century the Northumbrians show the world what can be done with iron and coal* (1891), celebrating the achievements of the Industrial Revolution



Step 2: Look for features that stand out

When we analyse the painting, a number of features stand out. In the centre are three working men, with large hammers raised ready to hit an object, possibly the wheel of a locomotive. A fourth man is in the background, also busy at work. These men are all powerfully built and probably represent the ideal of the British worker — powerful and determined. They do not look undernourished or ill, or the victims of exploitation. In the bottom right-hand corner of the painting, a newspaper is draped over a mechanical drawing of a locomotive of the type built by Robert and George Stephenson. In the background, a similar locomotive crosses an iron bridge. This bridge is the same as the high-level iron bridge designed by Robert Stephenson, which crossed the Tyne River in Newcastle.

In the foreground of the painting are a number of products of the Industrial Revolution — the iron anchor, a marine pump, the artillery barrel the little girl is sitting on, and a small pile of artillery shells next to it.

Step 3: Consider what perspective the features convey when viewed as a whole

All of these illustrate Britain's military and naval power. The little girl herself looks healthy and well fed, and may be the daughter of one of the workmen. She holds a package that could be her father's lunch, as well as a school book, signifying that she is attending school and being educated. Education for working-class children

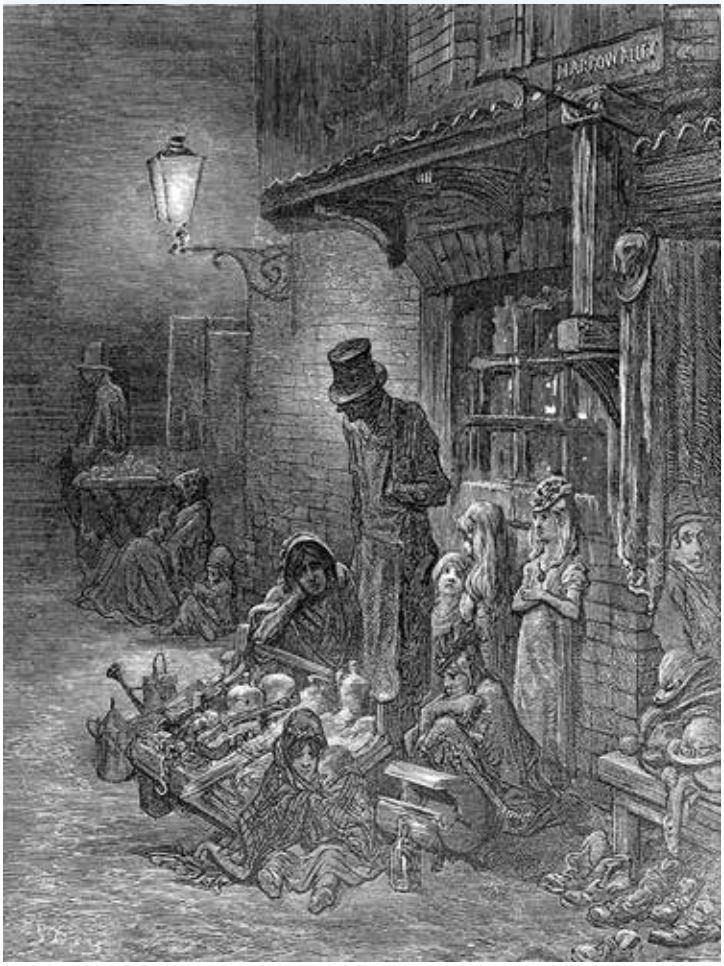
was considered an ideal in Victorian England, and this painting suggests that ideal was being achieved. Behind the little girl a young boy stands, looking out over the dockside activities. In his right hand he holds a lamp of the type used in coal mines. This suggests that he works in the mines, and yet he also looks healthy and well dressed. On the river below we see both steamships and sailing ships, as well as a barge carrying coal. Coal was a very important part of Northumbrian life, as the area was a major source of coal. On the dockside, two businessmen are talking in the lower left-hand corner, a young woman carries a pail on her head, and other people seem actively occupied. Across the top of the painting we see poles carrying telegraph wires, signifying improvements in communication that came with industrialisation. When we take in the painting as a whole, we see a very positive depiction of the effects of the Industrial Revolution.

Example 2: Identifying historical perspective in an engraving from a book

Step 1: Identify the context

William Blanchard Jerrold was a writer and journalist. In 1869 he collaborated with French artist Gustave Doré to produce a book called London: A pilgrimage. Published in 1872, this book featured descriptions and drawings of many of the poorest parts of London and its most impoverished inhabitants. It included 180 engravings by Doré showing slum areas, extreme poverty and the depressed state of much of the population (see **SOURCES 2**). Jerrold and Doré were accused by many of showing only the worst aspects of London, but they clearly wanted to make their readers more aware of the conditions suffered by the poor.

SOURCE 2 This engraving by Gustave Doré of a scene in the London street of Houndsditch appeared in *London: A pilgrimage* in 1872.



Step 2: Look for features that stand out

This illustration from Jerrold and Doré's book shows a poor family trying to sell a few trinkets on the street. The whole family are shown, including seven children, and they all look thin and poorly clothed. The street looks dark and dirty, and another family is seen sitting down the street in the same kind of situation.

Step 3:Consider what perspective the features convey when viewed as a whole

The fact that the whole family is present suggests they may be homeless. The whole scene is designed to show just how distressing and widespread poverty could be on the streets of London. When we understand Doré's perspective we realise that he may have deliberately exaggerated the scene to get his message across to the reader.

1.9 Let me do it

Complete the following activities to practise this skill.

1.9 ACTIVITIES

1. Examine **SOURCE 3**. Complete the following steps to identify the perspective of the photographer.
   a. Step 1: Identify and describe the context.
   b. Step 2: Describe features that stand out.
   c. Step 3: Consider what perspective the features convey when viewed as a whole.

SOURCE 3 Dust-covered coal-mining breaker boys; their job was to break coal into pieces, sort them by size and separate any impurities (rocks or other materials), all by hand. This was deemed unskilled work, so it was usually undertaken by the youngest workers.

2. Examine **SOURCES 4 TO 6**. The steps in identifying perspectives in written texts is the same as in a visual texts, but instead of looking for visual details, you look closely at the language (how it suggests point of view with emotive words or bias) and examples. For each quote, complete the following steps to identify the perspective of the writer.
   a. Step 1: Identify the context. Find out as much as you can from the school library or the internet about the author and write a brief statement about that person's perspective in relation to child labour in mines and factories. Consider the following questions in your research:
      i. Who are they?
      ii. When are they writing?
      iii. Why are they writing about it?

b. Step 2: Look for features that stand out. Are there words that reflect the emotion the writer feels for the people? (e.g. exhausted rather than sleepy) Are there words that show how the writer feels about the situation? (e.g. lesser evil rather than better choice)
c. Step 3: Consider what perspective the features convey when viewed as a whole. What are they trying to achieve or what point are they trying to make?
Explain how the quote demonstrates that perspective.

SOURCE 4 From Michael Sadler, in a speech in the House of Commons, 16 March 1832

The parents rouse them in the morning and receive them tired and exhausted after the day has closed; they see them droop and sicken, and, in many cases, become cripples and die, before they reach their prime; and they do all this, because they must otherwise starve. It is a mockery to contend that these parents have a choice. They choose the lesser evil, and reluctantly resign their offspring to the captivity and pollution of the mill.

SOURCE 5 Henry 'Orator' Hunt, in a speech in the House of Commons, 16 March 1832

The question is, whether the children of the manufacturing poor should work for more hours than human nature can sustain. If the honourable members were to see hundreds of the poor, unfortunate wretches employed in the cotton-mills in Lancashire, they would feel the absolute necessity of adopting an active interference. I say, let the manufacturer keep double the number of workmen, but do not let him destroy the health of the rising generation.

SOURCE 6 Henry Thomas Hope, in a speech in the House of Commons, 16 March 1832

The right honourable member [Michael Sadler] seems to consider that it is desirable for adults to replace children. I cannot concur with that opinion, because I think that the labour of children is a great resource to their parents and of great benefit to themselves. I therefore, on these grounds, oppose this measure … I believe that the bill will be productive of great inconvenience, not only to persons who have embarked large capital in the cotton manufactures, but even to workmen and children themselves …

3. Based on what you have learned in this lesson apply your skill in analysing different perspectives to answer the following questions.
   a. Which extract (**SOURCE 4, 5** or **6**) do you find most convincing? Why?
   b. For each extract, identify the values or beliefs the author is revealing.
   c. For each extract, identify what benefit the author stands to gain if his point of view is persuasive.

LESSON
1.10 SkillBuilder: Analysing cause and effect

LEARNING INTENTION

By the end of this lesson you should be able to use sources to draw logical conclusions about the causes and effects of historical events and ideas.

1.10.1 Tell me

What is 'cause and effect'?

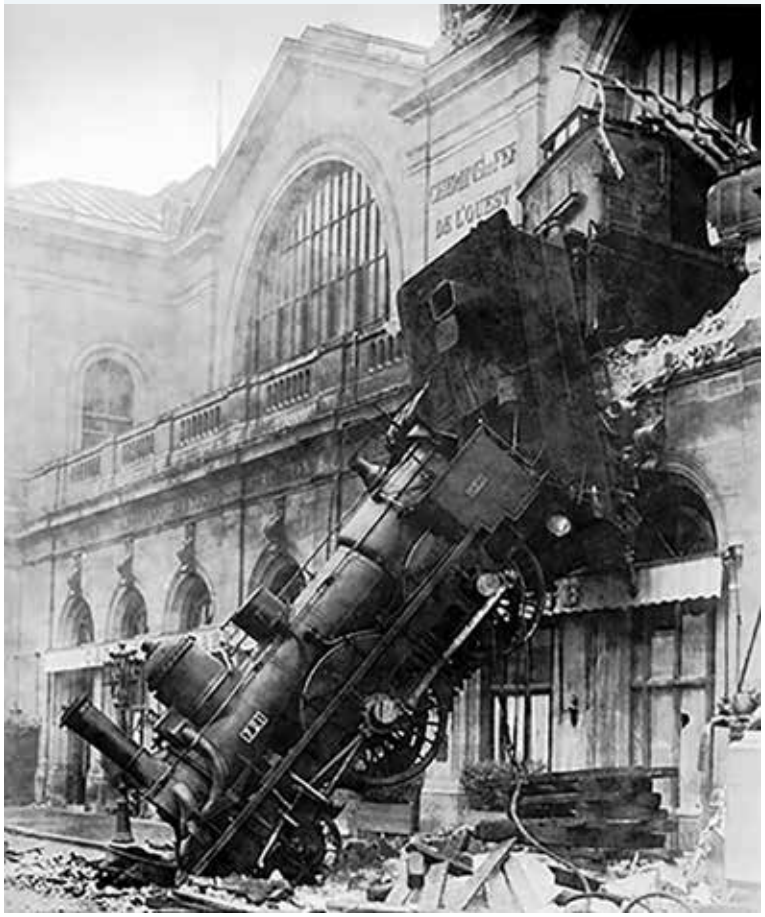
In order to fully understand any historical event, it is vitally important to analyse the factors that led to the event occurring and any changes that may have occurred afterwards. This is known as cause and effect.

Historians study the cause and effect of historical events by asking a variety of questions which helps them determine the importance of that event in the period of history they are researching.

Why is it important to analyse cause and effect?

Analysing cause and effect helps us evaluate the importance of different events within historical periods and build our understanding of the past. Historians can then draw more confident historical conclusions.

SOURCE 1 Train derailment at Montparnasse station in Paris, 1895. While what happened seems clear, its causes and subsequent effects are less obvious.



1.10.2 Show me

When analysing cause and effect of historical events it is important to note that the analysis encourages the historian to think carefully about the topic being studied so that they can reach a conclusion based upon historical evidence, facts and knowledge.

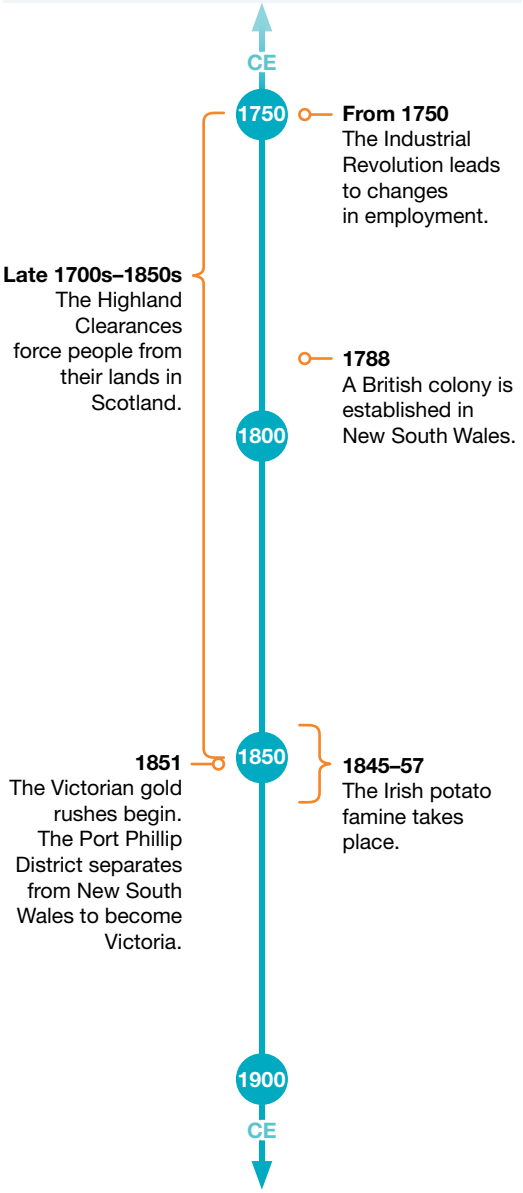
To analyse the cause and effect of a historical event, start by asking the simple question: 'Why did this event occur?' However, do not be surprised if the simple question is not that simple to answer; sometimes the cause of any event is not obvious.

Consider the following topic of early colonisation and migration from Britain to Australia as an example. Migration to Australia from Britain occurred for a number of reasons including the impact of the Industrial Revolution, the Highland Clearances, and changes in employment opportunities and patterns.

When you have identified some causes, place them on a basic **timeline** so that you can begin to see which could be considered long-term and which could be short-term causes. At this point, you should think about some of the short-term and long-term effects. You may not know exactly what they are because they might go beyond the time period you are studying, but it is useful to think about what changes might be brought about due to the event you are studying. To assess your own ideas, ask yourself the question, 'If one of the causes on the timeline was removed, would the key event still have occurred the same way?' If removing one item changes the way you think the event would have occurred, then you have probably identified a key cause.

Then, arrange your ideas in a graphic organiser like **SOURCE 3**.

SOURCE 2 Timeline of migration from Britain to Australia

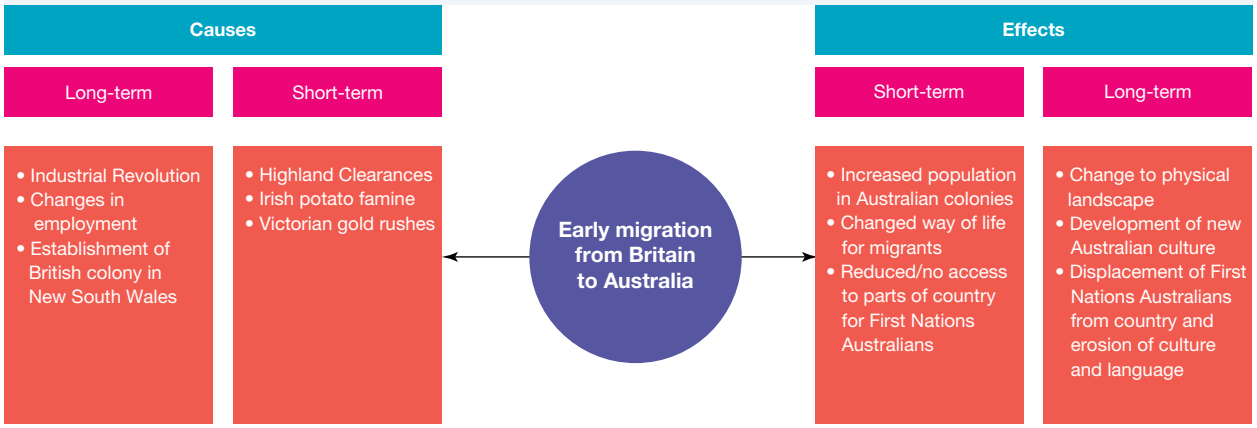


Once you have constructed your timeline and graphic organiser, you should ask yourself the following questions about the effects of your key event. For example:

- What changed because of the key event? Were the changes positive or negative?
  - Changes in the way of life of the First Nations Australians: unable to travel, hunt or participate in religious ceremonies due to new laws
  - Change to demographics in Australia — more free settlers rather than only convicts
  - Demographic changes in Britain — large sections of the population left
  - Growth of cities and colonies in Australia
  - Development of Australian identity — influenced by this wave of migration
- How many people were affected by the event?
  - Tens of thousands affected directly — e.g. those who migrated, First Nations Australians
  - Hundreds of thousands affected indirectly — e.g. family who remained in Britain
- How long-lasting were the changes? Were they permanent or did the situation return to its original state?
  - The changes were permanent. The British colonies in Australia continued to grow and Australia as it was before European migration would change completely.
- If one of the causes on the timeline was removed, would the key event still have occurred the same way?
  - One example is the Irish potato famine — had it not occurred, the number of Irish migrants coming to Australia could have been much lower — the event would not have occurred in the same way. This would suggest that the potato famine in Ireland was a key factor in the movement of people, especially the nationality of migrants to Australia.

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

SOURCE 3 An effective way to identify and analyse cause and consequences, with some examples of the causes and effects of British migration to Australia



1.10.3 Let me do it

Complete the following activity to practise this skill.

1.10 ACTIVITY

Practise analysing causes and effects.

a. Work through the questions and tasks outlined in the Show me section, using 'the abolition of slavery' as your key event. You could consider the role of individuals as well as specific events when thinking about the causes, but you might need to do some further research to finalise the effects. The questions you ask would be similar but you would need to ask yourself: Had that individual been removed, how might the events have been different? Would change have taken longer to occur, or would it have happened more quickly? This will help reveal the importance of the individual in the events you are studying.

b. Compare your graphic organiser with others in the class. Have you identified the same or similar factors? If not, explain your thoughts to each other and decide if you need to update or adapt your own work.

c. Once you are confident that your work is complete, use it to write an extended response to the following question: 'To what extent did the actions of individual people result in the abolition of slavery?' In answering, you should consider both the actions of individuals and other factors that resulted in the abolition of slavery. Decide which you feel was the more important factor.

1.11.2 Key terms

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

2 Australia (1750–1918): Colonisation and conflict

LESSON SEQUENCE

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LESSON
2.1 Overview

First Nations Australians readers are advised that this topic may contain images of and references to people who have died.

Warning: Some sources in this topic contain some words and terms used in the past that would be considered inappropriate today.

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What happened when a foreign civilisation attempted to colonise a country with a people who had an established society?

2.1.1 Introduction

The 2020 murder in Minneapolis of an African American man, George Floyd, sparked a global protest known as the Black Lives Matter movement. The issues of racism and social justice highlighted by the death of George Floyd also raised important questions about race relations in Australia. The Black Lives Matter movement has made us, as a nation, look inwards and reflect on our own history and the ongoing effects of colonisation that are still experienced by First Nations Australians today.

SOURCE 1 In 1991 a Royal Commission investigated First Nations deaths in prison and made a series of strong recommendations to improve prison conditions and protect those in custody. In the following 30 years more than 450 First Nations Australians died in custody. Protests held in 2021 expressed anger that the Royal Commission recommendations had not been implemented.

With the 1788 invasion of the First Fleet colonisers, and the principle of *terra nullius*, the oppression of First Nations Australians began. To understand the effects of European expansion on First Nations Australians we need to investigate what took place in Australia from the time the colonists from Britain arrived at Sydney Cove. We also need to compare the different perspectives and experience of our colonial past to appreciate that Australia has a black history.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11458)
Video eLesson Colonisation and conflict: Australia (1750–1918) (eles-6113)

int-9050

SOURCE 2 A timeline of contact and conflict to 1901

BCE

68 000

68 000
First Nations Peoples arrive in Australia (current estimates).

13 000

13 000
Land bridges between mainland Australia and Tasmania are flooded.

BCE

CE

1606
Dutchman Willem Janszoon makes the first documented European landing on the Australian coast.

1770
After more than 50 European ships make contact with the Australian mainland, James Cook maps the east coast and claims it for Britain.

1770

1780

1790

1788
The British colony of New South Wales is established.

1790–1802
Pemulwuy, a Bidjigal Man, leads First Nations resistance in the Sydney area.

1800

1804
First Nations Australians are killed at Risdon Cove in Tasmania.

1810

1816
Macquarie sends the military to crush resistance by the Darug Peoples.

1814
Governor Macquarie organises the first annual Aboriginal conference at Parramatta, near Sydney.

1820

1824
The 'Black War' begins in Tasmania. First Nations resistance is crushed on the Bathurst Plains in New South Wales.

1830

1835
Businessmen from Tasmania establish an illegal camp at the northern end of Port Phillip Bay.

1838
The Myall Creek massacre takes place in New South Wales.

1840

1837
A report of the British Parliament criticises Australian colonial policies towards First Nations Peoples.

1850

1851
Gold is discovered in the newly named Colony of Victoria.

1855
Victorian government introduces heavier taxation for Chinese migrants.

1860

1870

1867–68
A First Nations cricket team tours England.

1880

1881
Victoria and New South Wales restrict Chinese immigration.

1884
The Kalkadoon Peoples make their last stand in Queensland.

1890

1900

1901
The Commonwealth Parliament passes the Immigration Restriction Act.

CE

LESSON
2.2 How do we know about race relations in colonial Australia?

LEARNING INTENTION

By the end of this lesson you should be able to locate and identify written and archaeological primary sources as evidence of race relations in colonial Australia.

TUNE IN

Consider the history of our nation and why the Australian colonial experience, and the responses to change during the period, were so varied.

To investigate and understand the different perspectives of Australia's history of colonisation you will need to locate and analyse a wide variety of sources. Let's start with some written and visual sources from the time.

SOURCE 1 A letter from Arthur Phillip, the first governor of New South Wales, to the Marquis of Lansdowne in England, 3 July 1788

My Lord

… the few extracts from my journal, is all the information I am able to give your Lordship, at present, of the Natives; who never come to us & with whom I have never been able to remain but a very short time …

It has been my determination from the time i landed, never to fire om the Natives, but in a case of absolute necessity, & I have been so fortunate as to have avoided it hitherto … They do not in my opinion want [lack] personal Courage, they very readily place a confidence & are, i believe, strictly honest amongst themselves ...

SOURCE 2 *The Persecuting White Men*, a lithograph thought to have been made by George Hamilton between 1848 and 1858

1. Look at **SOURCES 1** and **2** and briefly write down what image of colonial contact they are each communicating.
2. Discuss with your partner why you think the evidence **SOURCES 1** and **2** provide of race relations during our colonial past is so different.
3. What problems do you think historians face when using primary sources as the evidence of our colonial past?

In this topic you will study the consequences of contact between First Nations Peoples of Australia and Europeans in Australia up to the early twentieth century. Some consequences were intended and others unintended. In both cases, they were disastrous for First Nations Peoples of Australia.

DID YOU KNOW?

Non-European immigrants also suffered discrimination during this period. Most of the hostility was directed against the Chinese who came to work on the goldfields from the 1850s, but there was also strong prejudice against Pacific Islanders who were used for work on Queensland's sugar plantations.

2.2.1 Written sources

Written sources for these events, including official reports, diaries, letters and newspaper articles, derive from the colonisers. This means that for many events we have heard only one side of the story. We have to be wary of bias in such sources. However, it is important to remember that even the most biased sources can be useful because of what they might tell us about the attitudes of the people who created them.

We also need to be aware of gaps in our evidence. When settlers were killed by First Nations Australians, such killings were recorded and punished by white authorities. Most killings of First Nations Australians by settlers went unrecorded and unpunished, or were recorded in ways that distorted the truth.

We should not assume that all Europeans saw these events in the same way. Among those who came to Australia in the late eighteenth and nineteenth centuries there were people who recognised the injustice suffered by First Nations Australians and other non-Europeans and who were angered by it.

tlvd-10661

SOURCE 3 From *Captain John Hunter's Journal* (1793), in which he described contacts in the new settlement's first week. Hunter was the second governor of New South Wales.

In the different opportunities I have had of getting a little acquainted with the natives, who reside in and about this port, I … think that it will be no very difficult matter … to conciliate their friendship and confidence … whenever we have laid aside our arms, and have made signs of friendship, they have always advanced unarmed … I am inclined to think, that by residing some time amongst them, or near them, they will soon discover that we are not their enemies; a light they no doubt considered us in on our first arrival.

2.2.2 Oral history

For some events we have records that were handed down by word of mouth through generations of First Nations Australians. These records tell of loss of land, massacres and other injustices. In many cases there is other evidence to support such records.

2.2.3 Visual records

As First Nations Australians art illustrated lore, law and spiritual beliefs, we have few artworks that record contacts and conflict with Europeans. The fate of First Nations Peoples did not interest most European artists. However, some paintings and drawings by European artists do provide useful evidence. From the mid-nineteenth century we also have photographic evidence.

SOURCE 4 *The annual meeting of the native tribes at Parramatta, New South Wales, the Governor meeting them*, a watercolour painting by Augustus Earle, c. 1826. From 1814, under Governor Macquarie, First Nations Australians were invited to annual feasts and conferences at Parramatta, near Sydney. Hundreds of people attended the gatherings, which continued into the 1830s.

SOURCE 5 A *scene in South Australia* by Alexander Schramm (1813–1864)

2.2 SKILL ACTIVITY: Using historical sources

You are now the historian using the five sources included in this lesson as your evidence of colonial race relations.

Use the following questions as a guide to **write** your own source annotations:

- What type of source is it?
- When was it written or created, and by whom?
- Why do you think the source was written or created?
- What perspective or message does the source communicate about colonial race relations?

2.2 Exercise

learnon

2.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 6	3, 7, 8, 9, 10, 12	4, 11

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Check your understanding

1. Which of the following are forms of written evidence that provide information about colonial Australia? **Select** all that may apply.
   - **A.** First Nations Australians artworks
   - **B.** Diaries
   - **C.** Official reports
   - **D.** Letters
   - **E.** Photographic evidence
2. Which three groups of people suffered discrimination during the colonial period?
   - **A.** First Nations Australians
   - **B.** European migrants
   - **C.** Chinese people
   - **D.** Pacific Islanders
3. **Explain** why, in many instances, we only have one side of the story of Australian colonisation.
4. 'Oral history' is the telling of events that were handed down by word of mouth through generations of First Nations Australians. These records tell of loss of land, massacres and other injustices. True or false?
5. **Identify** what types of visual records we have from the colonial period.

Apply your understanding

Using historical sources

6. **SOURCE 1** is an extract from a letter Governor Phillip wrote less than six months after he arrived in Australia.
   - **a. Identify** what Phillip writes about the way he intends to treat First Nations Australians.
   - **b. Describe** the impressions he had formed of First Nations Australians.
7. Read **SOURCE 3. Explain** what Captain Hunter says about the First Nations Australians he had encountered.
8. **Summarise** the hope that Hunter expresses in **SOURCE 3** for the future for European relations with First Nations Australians.
9. **Consider** what the scene shown in **SOURCE 4** suggests about relations between the Europeans and First Nations Australians.
10. Examine **SOURCES 1, 3** and **4**. What do the sources suggest about the official British policies towards First Nations Australians?
11. **a. Describe** the scene in **SOURCE 4**. How accurate do you think this depiction is?
    b. Describe the effect you think these meetings may have had on First Nations Australians.
12. **Describe** the scene in **SOURCE 5**. **Identify** elements of the image that indicate friendly relations between Europeans and First Nations Australians.

LESSON
2.3 Where and why did the European powers have colonies in the late eighteenth century?

LEARNING INTENTION

By the end of this lesson you should be able to identify why Europeans established colonies and why these colonies became a source of conflict.

TUNE IN

Did you know that in 1750 Britain and France were powerful countries and what is now the United States was just a handful of British colonies on the east coast of North America?

SOURCE 1 A map of North America in 1750 showing the claims over territories made by England, France and Spain

1. If you were living in one of those colonies, could you ever have imagined how much things could change?
2. What comparable changes have taken place in Australia since 1750?

2.3.1 Global change

The period 1750 to 1901 saw massive movement of people not only to Australia but around the world. Political upheavals in Europe and the social and economic dislocation brought about by the Industrial Revolution changed how people lived and worked. Many people chose, or were forced, to move away from their homes. Their movement would affect not only themselves, but their destinations, and the First Nations Australians who lived there.

2.3.2 Imperialism and social classes

Imperialism means extending control over foreign territories, usually through the creation of empires. In the late eighteenth century, there were empires within Europe and several European countries had empires outside Europe. In the late 1700s almost all European countries were ruled by kings, most of whom still held far-reaching powers. Most people lived in the countryside and worked in agriculture. There was an enormous gap between the aristocrats and the overwhelming majority of the underprivileged. In western Europe most people were free peasants but they were poor, unlike wealthy landowners who lived in mansions on vast country estates. The gap was even greater in eastern Europe, where the poor had fewer rights.

2.3.3 Europe's overseas colonies

From the early sixteenth century, Spain controlled most of South America while Portugal controlled Brazil. Spain also colonised parts of Central and North America. Most of Asia and Africa was still controlled by traditional local rulers in the late eighteenth century. The Portuguese had established a few small African and Asian colonies, but most were taken from them by the Dutch. In the seventeenth century, the British and French were the main European imperial rivals in North America and India. After the Seven Years' War (1756–63) Britain gained France's colonies in North America. The British also extended their influence in India.

int-9051

SOURCE 2 A map of Europe in 1789

Source: Map drawn by Spatial Vision.

2.3.4 Revolution in America

Just 12 years later, Britain's original 13 North American colonies rebelled. Fighting began in April 1775. On 4 July that year the rebels issued a Declaration of Independence. Many American colonists had resented British laws preventing them from expanding further westward and from trading with other countries. They were also angry about having to pay taxes to the British on newspapers and legal documents. They refused to pay these taxes on the grounds that as colonists they were not represented in the British Parliament. Clashes soon led to open warfare.

2.3.5 Britain loses North American colonies

The British had support from loyalists among the colonists and from several native North American tribes, including the Iroquois, their old allies against the French. However, France entered the war on the rebel side to avenge its earlier losses of colonies to Britain, and it was soon joined by Spain and the Netherlands. To make things even more difficult for the British, a League of Armed Neutrality was formed by Prussia (the most powerful of the German states), Russia, Sweden and Denmark to prevent the British from stopping ships that supplied the rebels. Britain now faced threats to its empire in other parts of the world too. In 1781 British forces surrendered to French and American forces at Yorktown, Virginia. In 1783 the Treaty of Paris ended the war and marked the birth of the United States of America. Britain still held Canada and just five years later founded the colony of New South Wales in Australia.

int-9052

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SOURCE 3 This map of eastern North America at the outbreak of the American Revolutionary War in 1775 shows the British province of Quebec (taken from France in the Seven Years' War), the 13 British colonies on the Atlantic coast and the Indian Reserve. The Indian Reserve was created by Britain in 1763 to assign lands for native North American tribes that had been Britain's allies during the conflict with France. Territory to the west of the Indian Reserve was still claimed by Spain.

Source: Map drawn by Spatial Vision.

2.3.6 Declaring possession

In 1769 Lieutenant James Cook was commissioned to take command of the HMB *Endeavour*. The *Endeavour* was sent on a scientific mission to Tahiti to observe the transit of the planet Venus as it moved across the sun. The British admiralty saw this voyage of 'scientific discovery' as an opportunity to expand British power in the Pacific. Cook carried with him additional British Admiralty 'secret' instructions authorising him to locate, chart the coastline and make a claim of possession of any 'unoccupied lands, or territory that could be claimed 'with the consent of the natives". He was instructed to set up marks and inscriptions 'in the Name of the King of Great Britain'.

On Wednesday 22 August 1770 the *Endeavour* arrived at Possession Island in the Torres Strait, the home of the Kaurareg First Nations Peoples. Cook declared the coast a British possession. In claiming possession for the British crown, Cook was not following the Admiralty instruction requiring him to gain consent of the 'native' people. Cook also recorded evidence that the mainland was inhabited, noting fires and signs of human habitation all along the coastline. Australia's east coast was not *'terra nullius'* but inhabited for thousands of years by First Nations Peoples of Australia.

Eighteen years after Cook's voyage the British began permanent occupation with the formation of a penal colony on the land they named *New South Wales*.

SOURCE 4 Captain Arthur Phillip raising the British Union Jack at Sydney Cove. This artwork was painted in 1937.

2.3 SKILL ACTIVITY: Using historical sources

Look at the image in **SOURCE 4**. Work in pairs or small groups. Your group has been asked to consider the inclusion of this image in a history textbook. It is your job to think about whether or not this is a useful image from which to learn about the landing of the First Fleet. To do that you need to think about the limitations of the painting. Use the **State Library of NSW** weblink in your Resources panel to find out more about the painting.

1. **Consider** the following questions individually to help you make your recommendation:
   a. Do you think the events are depicted accurately? How could you try to double check?
   b. Who is included in the image? Who is excluded?
   c. The year this painting was created, 1937, is around the time of a significant anniversary of the arrival of the First Fleet. What aspect of the arrival do you think the painting most wants to celebrate?
2. **Report** your findings back to your group and make your recommendation. Do you think this image should be included? If so, what can we learn from it? If not, why is it not useful?

Resources

Weblink State Library of NSW: Founding of Australia. Captain Arthur Phillip Sydney Cove

2.3 Exercise

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2.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 6, 8	5, 7, 9, 10

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Check your knowledge

1. **Identify** the meaning of 'imperialism'.
   - **A.** When an empire closes itself off to the outside world
   - **B.** The creation of an empire ruled by aristocrats
   - **C.** The creation of empires with overseas territories usually acquired by conquest
   - **D.** Creating an empire that was taken from a royal family
2. **Match** the following events and dates to complete a timeline of events that changed the map of North America between 1756 and 1783. Place the corresponding letter in the right-hand column.
   - **a.** Rebels issued their Declaration of Independence.
   - **b.** Britain's 13 North American colonies rebelled. War began.
   - **c.** Beginning of the Seven Years' War between Britain and France.
   - **d.** British troops surrendered to the American and French forces at Yorktown, Virginia.
   - **e.** Britain gained control of France's North American colonies including Quebec.

1756	
1763	
April 1775	
4 July 1775	
1781	

3. **Identify** the reasons why Lieutenant James Cook was commissioned to take command of the HMB *Endeavour* in 1769.
4. Consider and then **identify** the reasons why the instructions given to James Cook were 'secret'.
5. **State** why Australia should not have been claimed to be '*terra nullius*'.

Apply your knowledge

Using historical sources

6. Using **SOURCE 2**, **identify** three European countries whose borders were much the same in 1789 as they are today.
7. **Compare SOURCE 2** with a map of modern Europe. **Identify** two modern countries that were formed from several European states that existed in 1789.
8. Study **SOURCE 3**. Apart from Quebec, **identify** which North American territory Britain added to its empire through the Seven Years' War.

Communicating

9. **Discuss** if you think Britain's North American colonies would have had any chance of winning independence without the support of France and other European states.
10. **Consider** the meaning of *imperialism* as explained at the beginning of this lesson. Write a new caption for **SOURCE 4**, explaining how the source can be interpreted as an example of British imperialism.

LESSON
2.4 Did convict transportation to Australia create or solve problems?

LEARNING INTENTION

By the end of this lesson you should be able to explain the reasons why the British transported convicts to Australia, and the wider impacts of this decision.

TUNE IN

Mary Reibey. Horse stealer, convict, nursemaid, hotel keeper, mother of seven, businesswoman. She must have done something right.

You may have heard the term 'blessing in disguise'. It's when an apparent misfortune turns out to have a fortunate outcome. Perhaps Mary Reibey getting captured and sentenced to transportation was a blessing in disguise. She certainly became very successful, perhaps even more so than if she had remained in England. Discuss this possibility as a class.

SOURCE 1 Mary Reibey, an ex-convict, now appears on the Australian $20 note.

2.4.1 New society, old solutions

Between 1788 and 1868, around 160 000 British and Irish convicts were transported to the Australian colonies as punishment for a crime they committed. Given the nature of many of their crimes, such as pick-pocketing, petty theft and forgery, the punishment appears harsh. How had British society come to this? Why were punishments for seemingly minor crimes so severe? The answers lie partly in the nature of society at the time. The Industrial Revolution transformed the British economic base from agriculture to industry. In a process called enclosure (see topics 5 and 6), wealthy landowners bought up small farms and fenced off common land to combine into single, large estates, in order to make production consistent and more efficient with the use of new technologies. Production was often more efficient, but the process of enclosure also resulted in poor farmers being forced from their homes and livelihoods.

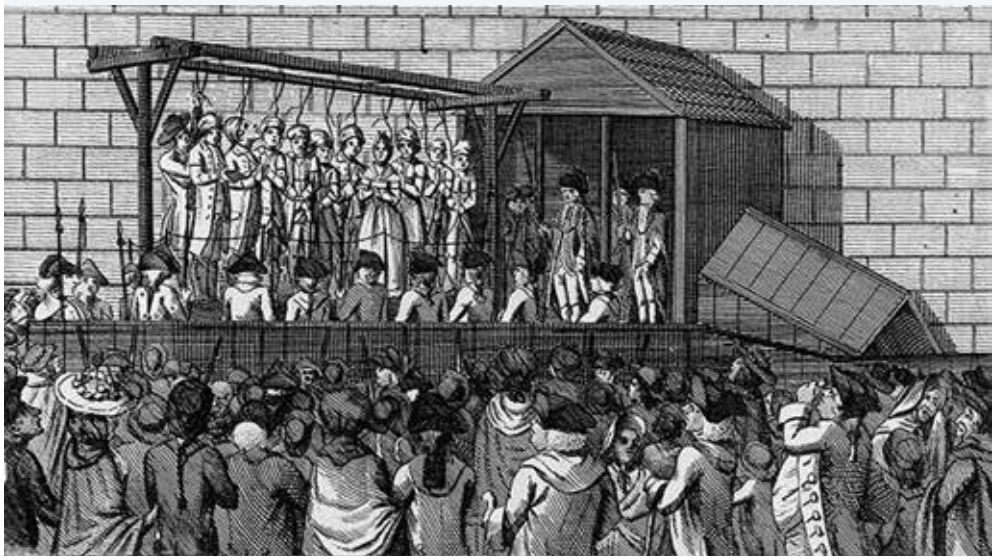
Similarly, in the eighteenth and nineteenth centuries in Scotland, thousands of country people were forced from their homes during the infamous Highland Clearances by landlords eager to improve the agricultural output of their land. With more efficient and mechanised farming practices, fewer agricultural workers were needed. As employment opportunities in the rural areas of Britain declined, the towns filled with those seeking work. Even with the industrial boom, however, there were not enough jobs. Some turned to gambling or alcohol in search of escape. For the desperate, crime became a way to survive.

The government's response to these growing social problems was simply to make criminal punishments harsher. About 200 different crimes drew the death penalty. Yet the threat of hanging did not have the effect the government desired. Public hangings, intended to serve as a warning, took on a carnival atmosphere (see **SOURCE 2**). Thousands of people gathered to watch, even bringing their children to the spectacle. A bulletin called *The Newgate Calendar*, subtitled 'The Malefactors' Bloody Register', was published each month with the names of all those executed. It soon contained biographies and stories of criminals and became a regular bestseller.

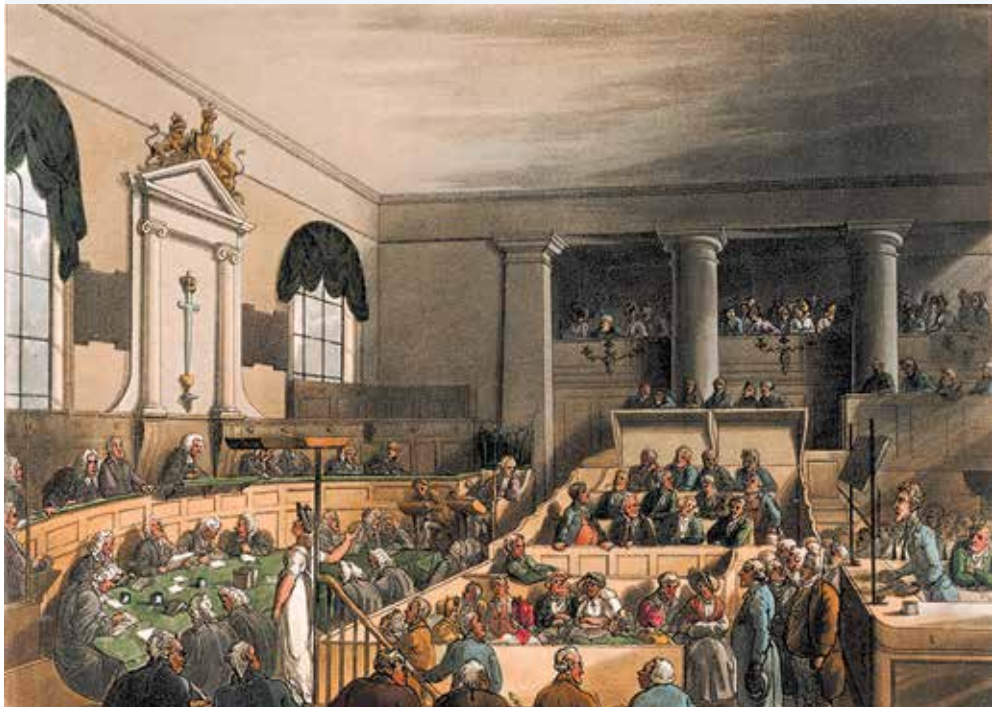
While many crimes were punishable by hanging, others carried a sentence of transportation. In some cases, the death penalty might be commuted to transportation. This meant being banished from England to serve out the sentence in one of Britain's distant colonies. In the 1700s most convicts were sent to America to work on the cotton or sugar plantations, but this was not popular with plantation owners, who found slaves more manageable. At any rate, the American Revolution of the 1770s brought this option to an end. For a while, convicts were dispatched to West Africa on the ships sent out to pick up their human cargo in the Triangular Trade, but disease, starvation, desertion and mutiny took their toll on convicts and military personnel alike. The plan was a disastrous failure.

tlvd-10663

SOURCE 2 An eighteenth-century artwork showing a public hanging at London's notorious Old Bailey prison.



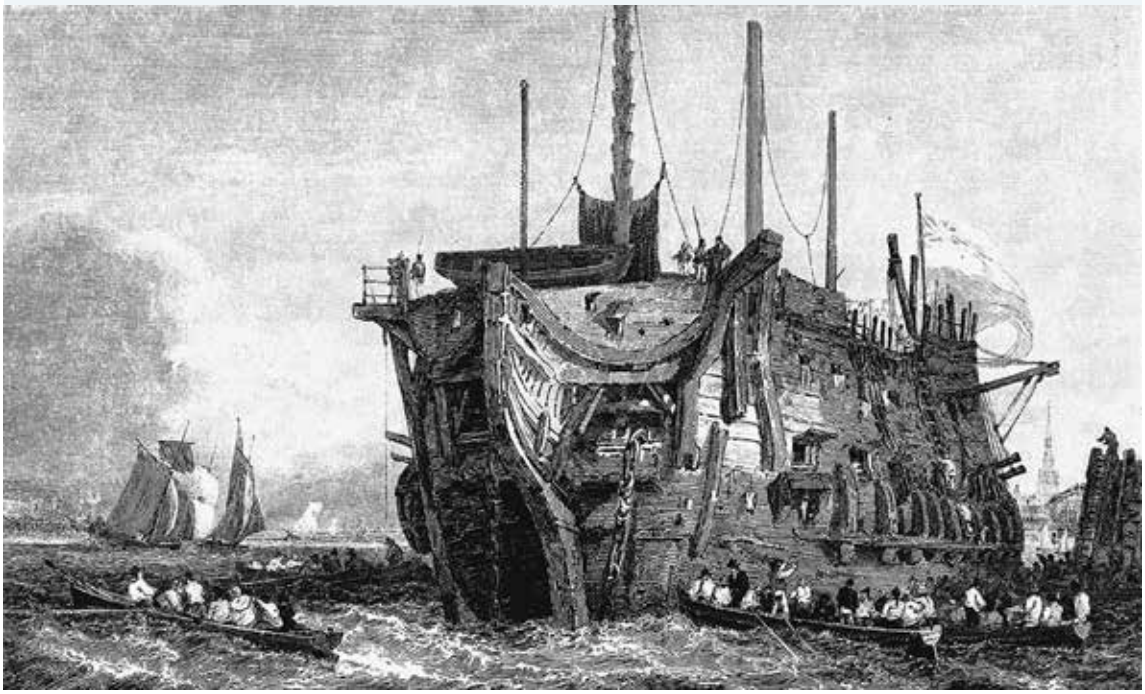
SOURCE 3 This artwork from c. 1809 shows a trial in session at the Old Bailey courthouse in London.



2.4.2 What to do?

Despite harsh punishments, the numbers of people in Britain's prisons remained high and became a concern for the government. While convicts were not being transported, the hangman was kept busy and prisons were overflowing. In an attempt to address this problem, old decommissioned naval ships, of which there were plenty after the end of the war with America, were turned into floating prisons called hulks. As a short-term fix the hulks were a success, but they soon became cramped, stinking and rat-infested, and merely delayed the inevitable. Soon enough they too were impossibly overcrowded. The government urgently needed a long-term solution.

SOURCE 4 A prison hulk moored in the Thames River, London. This artwork dates to c. 1826.



2.4.3 A solution presents itself

In the 1770s the British government faced a major social problem. The country's prisons were overflowing and the newly independent United States refused to take any more of Britain's unwanted convicts. The hangman's noose was not proving to be an effective deterrent. New prisons were considered too expensive to build, and not many people really cared enough about the problem anyway. As the situation worsened one distant possibility began to emerge as a real option.

In 1770, Captain James Cook had sighted and charted much of the eastern coastline of Australia. But Britain, at war with France and distracted by the increasingly rebellious American colonies, was already under financial strain and did not follow up Cook's expedition. With the loss of the American colonies, however, the possibility of transportation to New South Wales began to gain support. Joseph Banks, a botanist who had sailed with Cook in 1770, enthusiastically agreed and thought that Botany Bay would be an ideal place for a settlement.

The British soon recognised that a colony in New South Wales would serve several useful purposes. It would go some way towards compensating for the loss of the American colonies. It would provide Britain with an important military and imperial presence in the southern Pacific region. It would also be a dumping ground for convicts, whose labour could be used to help build the colony. In August 1786 the British government made the decision to establish a convict settlement in New South Wales.

2.4 SKILL ACTIVITY: Questioning and researching, Communicating

Refer to the sources and text to **consider** the reasons for, and solutions to, Britain's eighteenth-century law and order problems.

Before the publication of modern newspapers an important event or issue, proclamation or political view, would be brought to public attention on a single sheet of cheap paper called a broadside. A broadside was written on one side only and displayed as a poster. Broadsheets usually included roughly drawn illustrations, such as portraits of the condemned or images of the crime scene or the gallows.

1. **Research** the life of one convict who was transported to Australia.
2. **Create** your own broadsheet alerting Londoners to the plight of your chosen convict, and providing another perspective on why so many crimes were being committed in nineteenth-century Britain. Your broadsheet should include a heading in very large letters, a sub-headline **summarising** your main message and no more than 200 words of text **explaining** your subject. You could include an image.

2.4 Exercise

learnon

2.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 5, 6	3	2, 7, 8

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Check your understanding

1. **Identify** two reasons why New South Wales was a favourable choice for transportation of convicts.
   - A. It would provide Britain with a military presence in the southern Pacific region
   - B. The convicts preferred to be sent to Australia rather than America
   - C. It was a suitable 'dumping ground' for convicts from England
   - D. It would provide Britain with a military presence near America
2. **Describe** the scene in **SOURCE 2**. **Evaluate** the effectiveness of the intention to make an example of those being hanged.
3. **Respond** to the question posed in the title of this lesson. **Identify** the reasoning behind the severity of punishments for seemingly minor crimes in Britain.
4. **Explain** why old decommissioned naval ships were used, and then abandoned, as prisons.
5. **Complete** the paragraph below using the words provided.

landowners	enclosure	economy	farmers	industry	common

The Industrial Revolution changed the British _____ and way of life. Agriculture was now taken over by _____. By using new technologies, wealthy _____ bought up small farms and fenced off _____ land to create into single, large estates. This process was called _____ The process of enclosure did create greater efficiency, but also resulted in many poor _____ being forced from their homes and livelihoods.

Apply your understanding

Using historical sources

6. Examine **SOURCE 4**. **Explain** why conditions on a hulk were likely to be terrible.
7. **Examine SOURCES 2** and **3**. **Describe** what is being depicted in the two sources and then **propose** why it could be argued that Britain's legal system offered the poor little protection or justice.
8. **Explain** what *The Newgate Calendar* published and then **infer** reasons why it was subtitled 'The Malefactors Bloody Register'.

LESSON
2.5 Why did the colonists and First Nations Australians come into conflict?

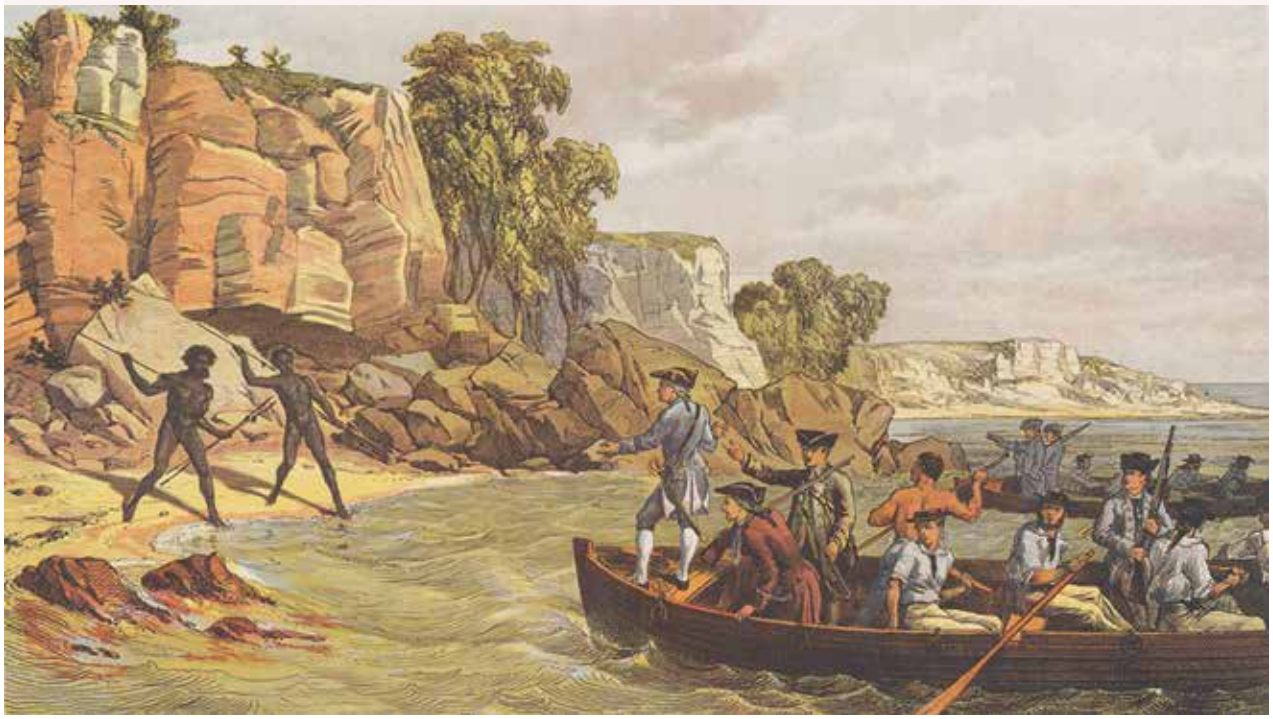
LEARNING INTENTION

By the end of this lesson you should be able to identify the range of perspectives the story of first colonial contact and conflict can be told from.

TUNE IN

Look at **SOURCE 1**.

SOURCE 1 A colonial artist's depiction of the response of the First Nations Australians of Botany Bay to the arrival of Captain James Cook in 1770. This colour lithograph was made in 1872.



1. Have a class brainstorm to put together some words and images expressing what each side saw when Captain James Cook arrived on Australian shores in 1770.
2. From 1788 the British established Australia as a colony of settlement. The British argued the land was not being invaded because it was defined by their law as being *terra nullius*, a land belonging to no-one. With reference to **SOURCES 1** and **3**, make a list of reasons why Australia should not be declared *terra nullius* that could have been presented to King George III.

2.5.1 The Europeans invade

For tens of thousands of years before British colonisation, First Nations Australians lived undisturbed in a range of different landscapes and climates. The seeds of conflict were sown soon after the first colonists arrived because the British authorities had no understanding of the relationships between First Nations Australians and the land. Instead, the British imposed their own understanding of land use and ideas of ownership.

DID YOU KNOW?

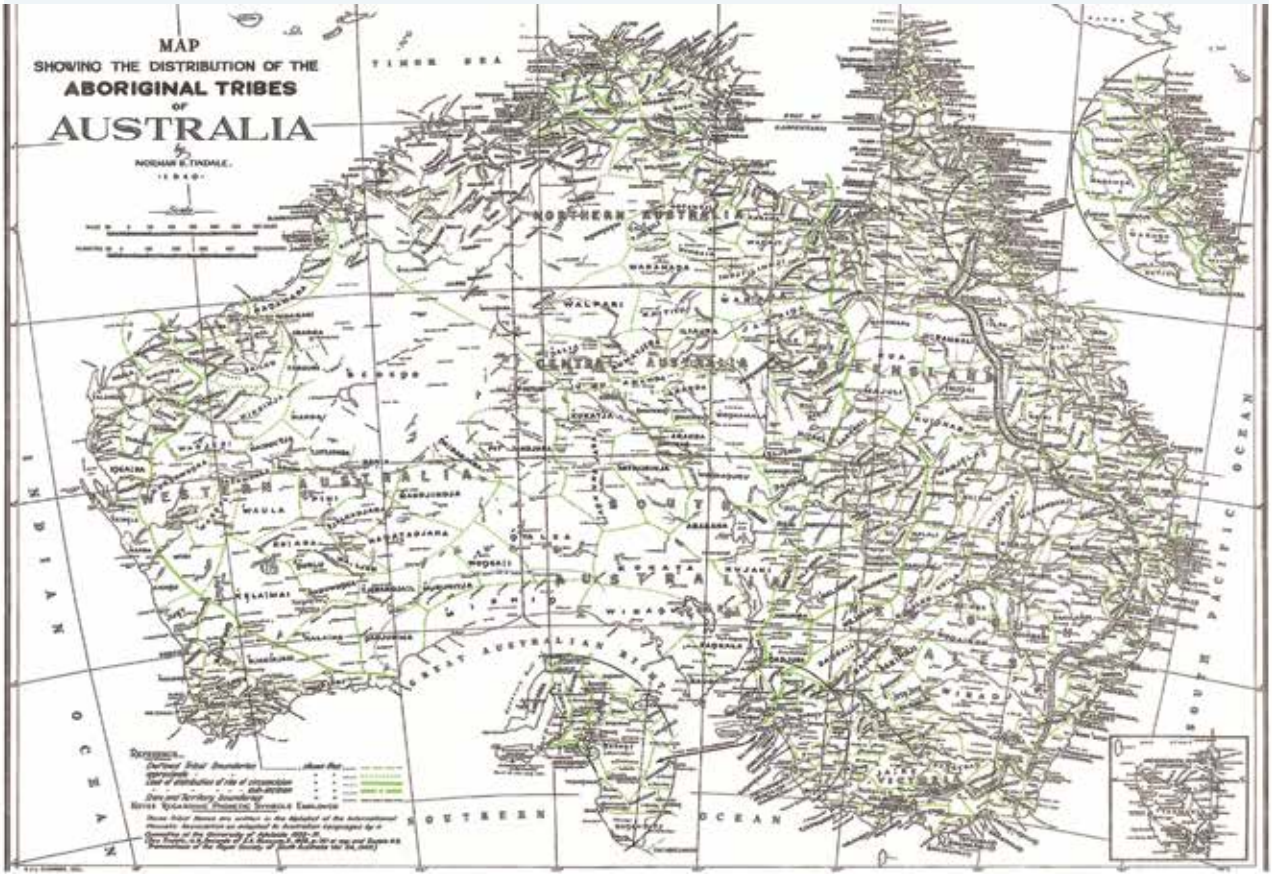
Some First Nations Australians had contact with people from overseas from at least the start of the seventeenth century. Macassans (from Indonesia) had often visited Australia's northern coast and some Torres Strait Islands for fishing and trade.

Also, some Dutch and English explorers made landings in Australia in the seventeenth and eighteenth centuries. The last was Captain James Cook, who charted the east coast in 1770. Cook named the country New South Wales and claimed it for the English king, George III.

SOURCE 2 From Captain James Cook's journal of his first expedition (1770)

They may appear to some to be the most wretched people on earth, but in reality they are far happier than we Europeans … [The] earth and sea … furnish them with all the things necessary for Life … [They] live in a fine Climate and enjoy a very wholesome Air, so that they have very little need of Clothing … [They] … set no Value upon anything we gave them … this in my opinion argues that they think themselves provided with all the necessarys of Life.

SOURCE 3 The colonisers understanding of First Nations Australian groupings across Australia in 1940



Source: *Map Showing the Distribution of the Aboriginal Tribes of Australia*, Norman B. Tindale, 1940. State Library of New South Wales. Users of this map should be aware that certain words, terms or descriptions may be culturally sensitive and may be considered inappropriate today, but may have reflected the creator's attitude or the period in which they were written. Borders and terminology used may be contested in contemporary contexts.

DISCUSS

What does the **SOURCE 3** map tell us about the First Nations Australians relationships to the land? There were clear boundaries as evidenced by the Welcome to Country practice and lore/law linked to songlines. First Nations Australians respected the boundaries of neighbouring First Nations groups and followed strict protocols when entering another's territory.

Discuss how First Nations Australians may have reacted to the British going against protocol by wandering freely across the boundaries and territories of many nation groups.

2.5.2 Colonisation begins

The First Fleet from England to colonise Australia is believed to have carried nearly 1500 men, women and children, most of whom were **convicts**. Its commander, Captain Arthur Phillip, was to be the first British governor of New South Wales. He explored Port Jackson (Sydney Harbour) and founded the first British settlement there on 26 January 1788.

'Respecting Natives'

New South Wales was founded as a **penal colony**. Some historians think that it was just a dumping ground for Britain's unwanted convicts, some consider it a strategy to exploit the continent's resources, while others think that it was a second chance for those who had broken the law. Regardless of the possible reasons, there was no doubt that the early colonial governors had wide powers, similar to those of someone controlling a prison. Their orders from Britain were to cultivate friendly relations with First Nations Australians and to offer them the protection of British law. In 1807 the third Governor of New South Wales, P.G. King, wrote a memo for his successor titled 'Respecting Natives'. In this advice he stated that he had been unwilling to force the First Nations Australians to work because he regarded them as the 'real Proprietors [owners] of the Soil'. However, Governor King had also given the settlers permission to 'fire on any natives they see'. The Europeans' fear of First Nations Australians, as well as their desire to possess the land, often became more important than their intentions of respect.

A wasteland?

First Nations Australians' lifestyles varied widely, as did the ways in which different groups managed the land. In his book, *Dark Emu*, author Bruce Pascoe describes how First Nations Australians did much more than just wander as nomads: 'Aboriginal people did build houses, did build dams, did sow, irrigate and till the land, did alter the course of rivers, did sew their clothes...'.

However, the colonists did not acknowledge this management of the land or the variations in lifestyles, even when they became aware that First Nations Australians had a strong attachment to the land and a clear sense of custodianship.

The British saw only that the land was not used in a European way; that is, it was not productively 'farmed' as they saw it. So they described Australia as a *wasteland*, an important concept in British law that described unoccupied or unproductive land that could be taken without asking for permission. This understanding would be expressed late in the nineteenth century as *terra nullius*, a Latin term for 'nobody's land' that would be used frequently in the legal and political debates about land rights in modern Australia.

2.5.3 Culture clash

Before long, the Dharug, Ku-ring-gai and Tharawal Peoples saw the new arrivals clearing land, fencing waterholes and hunting grounds, fishing without permission and trampling around sacred sites. They were breaking laws that First Nations Australians had lived by for thousands of years. They were clearly invaders, not visitors, and were acting as if they had a right to occupy the land without negotiating with the rightful custodians.

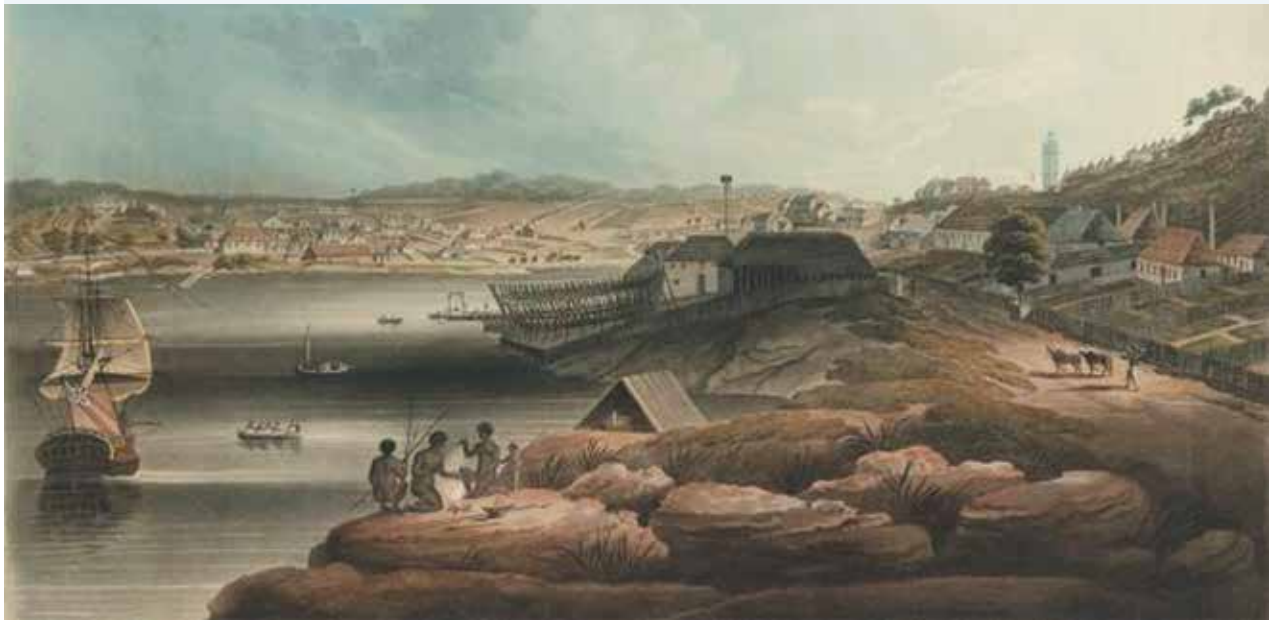
convict a person imprisoned for a crime

penal colony a settlement for convicts

For their part, the Europeans had a range of reactions to First Nations Australians. In line with the ideas of the time, the more educated Europeans tended to see First Nations Australians as 'noble savages', primitive people who lived in harmony with the natural world (see **SOURCE 4**). However, most of the new arrivals were uneducated convicts and soldiers who probably feared the people whose land they had entered. These Europeans could not understand **kinship** systems or why they did not behave like Europeans and build towns, churches and farms.

kinship a social system that determines how people relate to each other and the land

SOURCE 4 *A View of Sydney Cove, New South Wales*, engraved by Francis Jukes in 1804



SOURCE 5 *First Government House, Sydney*, a watercolour painted by John Eyre around 1807

2.5.4 Early encounters

In May 1788, two convicts were killed by First Nations Australians at Rushcutters Bay, and there were several other clashes. At first Governor Phillip was willing to blame the convicts rather than the First Nations Australians for the violence.

SOURCE 6 From David Collins, *An Account of the English Colony of New South Wales*. The event described occurred in March 1788.

Several convicts came in from the woods; one in particular dangerously wounded with a spear … these people denied giving any provocation to the natives; it was, however, difficult to believe them; they well know the consequences that would attend any acts of violence on their part … any act of cruelty to the natives being contrary to his Majesty's … intentions.

SOURCE 7 From a report of events in January 1800 by Governor John Hunter

Two native boys have lately been most barbarously murdered by several of the settlers at the Hawkesbury River, not withstanding orders on this subject have been repeatedly given pointing out in what circumstances only they were warranted in punishing with such severity.

Phillip wanted to develop contacts between cultures. When First Nations Australians continued to avoid the settlement, he resorted to kidnapping them in the hope that these individuals could be influenced to encourage their people to accept British ways. Arabanoo was the first to be captured, but within six months he died of smallpox. In November 1789 Bennelong and Colebee were captured. Colebee escaped but Bennelong was later sent to England. Tragically, on his return to the colony in 1795 he was unable to fit into either First Nations or European society. He died in 1813.

DID YOU KNOW?

Unlike Europeans, First Nations Australians had no resistance to smallpox, a disease that arrived with the colonists. In April 1789 smallpox began to kill many First Nations Australians around Sydney. As the people retreated from the disease it spread inland. Probably half the First Nations Australians population of the Sydney area was wiped out by this epidemic by 1790.

SOURCE 8 From the *Sydney Gazette*, 25 June 1814

The mountain natives have lately become troublesome to the occupiers of remote grounds. Mr. Cox's people at Mulgoa have been several times attacked within the last month and compelled to defend themselves with their muskets, which the assailants seemed less in dread of than could possibly have been expected. On Sunday last, Mr. Campbell's servants at 'Shancomore' were attacked by nearly 400.

SOURCE 9 In this extract from his journal of 10 April 1816, Governor Lachlan Macquarie gave his reasons for sending expeditions to crush the resistance of the First Nations Australians to colonisation.

I therefore, tho' very unwillingly, felt myself compelled from a … sense of public duty … to inflict terrible … punishment upon them without further loss of time; as they might construe any further forbearance or lenity [leniency] on the part of this Government [as] fear or cowardice.

2.5.5 A landscape and society transformed

Whenever British settlers arrived in the territory of a First Nations Australians' community, the traditional custodians not only had to deal with the presence of the new people but also the changes that occurred on their land. Introduced animals, plants, weeds and diseases devastated the land and its people.

First Nations Australians had lived in isolation for tens of thousands of years and had no immunity to the diseases that had developed in Europe and Africa. The first major epidemic around Sydney was smallpox in 1789 and the first colonists estimated that around half of Sydney's First Nations Australians population died.

It was not only smallpox that was deadly. A range of other European diseases also caused thousands of deaths over the next hundred years: influenza, tuberculosis, typhoid, measles and even leprosy posed a fatal danger to First Nations Australian communities.

Since time immemorial, First Nations Australians managed and cared for Country, ensuring resources were maintained and sustained. Yet within 100 years of the arrival of the First Fleet, more than 100 million sheep were eating their way across Australia, consuming native herbs and grasses, displacing traditional food sources (such as kangaroo) and almost completely eradicating the yam daisy (murrnong), one of the most nutritious and plentiful foods before European occupation. The hard hooves of sheep and cattle compacted the soil while other introduced animals (such as rabbits) also created problems, driving some native animals to extinction.

2.5 SKILL ACTIVITY: Using historical sources, Communicating

SOURCE 1 represents the arrival of Captain James Cook at Botany Bay in 1770. Look at the image of the Gadigal Peoples as seen through the eyes of the colonial artist who created this colourful lithograph.

1. **Reflect** upon the differences between the two worlds that the Gadigal Peoples and James Cook and his crew represent.
2. **Write** a new subheading for this lesson expressing the cultural conflict between the Gadigal Peoples and Europeans.
3. Stand on the beach with the Gadigal Peoples and **communicate** the arrival of Captain Cook and his men through the eyes of the First Nations Australians. Choose how you want to express the voices from our colonial past that have so often been hidden from history. You may want to create a visual representation of the event, write a story or a short play. Use a variety of communication methods to represent the past.

2.5 Exercise

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2.5 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 6	5, 7, 8	4, 9, 10

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Check your understanding

1. **Select** two groups with whom First Nations Australians had contact before the arrival of the British.
   - A. Portuguese explorers
   - B. Dutch explorers
   - C. Chinese
   - D. Macassans

2. Use the words provided in the following table to complete the paragraph below explaining why Europeans and First Nations Australians clashed over the land.

understanding	first	use	imposed
British	seeds	custodianship	relationship
conflict	ideas	own	land

The _____ of _____ were sown soon after the _____ colonists arrived because the _____ authorities had no _____ of the _____ between First Nations Peoples of Australia and their _____. Instead, the British _____ their _____ understanding of land _____ and _____ of _____.

3. What were Governor King's attitudes to the local Darug, Kuring-gai and Tharawal Peoples?
   - **A.** That they were innocent and naïve
   - **B.** That they were sly and cunning
   - **C.** That they were the true owners of the land
   - **D.** That they had no claim on the land whatsoever
4. **a.** **Explain** what the British understood by the term *wasteland*.
   b. **Communicate** why the idea of the Australian continent as a *wasteland*, or *terra nullius*, was so significant for the British colonists and First Nations Peoples of Australia.
5. **Consider** what the Darug, Kuring-gai and Tharawal Peoples might have thought about the actions of the Europeans after their arrival at Sydney Cove.

Apply your understanding

Using historical sources

6. Study **SOURCE 1**. **Analyse** what it suggests about Cook's landing at Botany Bay.
7. What does the **SOURCE 3** map tell us about the First Nations Peoples of Australia?
8. Examine **SOURCES 4** and **5**.
   - **a.** What do the sources tell us about the changes that Europeans made to the Country of First Nations Australians?
   - **b.** What do the sources suggest about the differences between European and First Nations Australians and their ways of living?
   - **c.** What do these images reveal about relations between the two groups?
9. Using **SOURCES 6, 7, 8** and **9** as your evidence:
   - **a.** **Describe** the range of attitudes of colonial authorities toward First Nations Australians.
   - **b.** **Explain** what the sources suggest about the changing nature of the relations between First Nations Australians and the colonists. Make sure you note the date of each source.

Communicating

10. **Consider** how the First Nations Australians' traditional food sources were affected by the arrival of the Europeans.

LESSON
2.6 Who were Australia's First Nations leaders in the fight against colonial control?

LEARNING INTENTION

By the end of this lesson you should be able to describe the fight against the expansion of European settlement and consider the struggle from the perspective of some of the First Nations Australians leaders.

TUNE IN

The cultural and spiritual beliefs of First Nations Peoples around the world have only been more widely acknowledged and respected in recent times. After capture, Yagan, a Noongar warrior from Western Australia, was executed and mutilated. Yagan's head (**SOURCE 4**) was sent to England in 1835 and exhibited in a Liverpool Museum until 1964. Finally, Yagan's remains were returned to Australia in 1997 for a respectful burial.

There are at least 1000 First Nations Australians' remains still held in museums around the world; primarily in England, Germany, France and the United Kingdom. Many museums and universities still refuse to return them to Australia.

SOURCE 1 The remains of returned First Nations Australians about to be buried.

Imagine your local council is intending to clear the cemetery near your home to make way for a badly needed carpark. You are aware that some of your own family ancestors are buried in that cemetery. Working in pairs discuss how you would feel? What argument would you use to halt the 'development' plans?

The increasing dispossession of First Nations Australians from their homelands and the destruction of Country, caused tensions which culminated in the Frontier Wars and campaigns of resistance and violence.

Many stories about the conflict between European colonists and First Nations Australians suggest that it was very one-sided. However, although First Nations Australians may not have had the guns of the Europeans, or often their manpower, they did not lack courage or skill. Their knowledge and skills about Country, for example, could not be matched by the Europeans and in many instances the resistance of First Nations Australians caused the Europeans great fear and anxiety. Here are the stories of two First Nations Australian men who fought back.

2.6.1 Pemulwuy

Bidjigal warrior Pemulwuy belonged to the Eora language groups (the coastal area in Sydney). Between 1790 and 1802, he led many attacks against colonial farms and settlements, some of which were highly organised, large-scale guerrilla operations. These raids were motivated by dispossession, hunger and 'payback' for

atrocities committed by Europeans. He and his men fought fiercely in a battle in 1797 near the newly settled town of Parramatta. Seriously wounded, Pemulwuy was put in leg irons and taken to hospital for treatment. He escaped the following month. Many of his people believed that firearms would not kill him.

Governor King became increasingly frustrated by Pemulwuy. He offered rewards, including a free pardon, to any convict who would bring him his head. That happened in 1802; Pemulwuy was murdered. His decapitated head was sent to England to be studied by scientists. They had heard a lot about the *native* Australians but had never seen one.

Although glad he was dead, Governor King had a grudging respect for Pemulwuy. He said of him: 'Altho' a terrible pest to the colony, he was a brave and independent character and an active, daring leader of his people.'

SOURCE 2 *Pimbloy: Native of New Holland in a canoe of that country*, a print from an engraving by S.J. Neele. The man in the picture is believed to be Pemulwuy. Despite being continually sought by soldiers, Pemulwuy kept eluding them. He survived repeated wounds. In one attack, he was hit by seven bullets. Some First Nations Australians believed he escaped by turning himself into a bird.

2.6.2 Yagan

Yagan was a Noongar leader and resistance fighter from south-western Western Australia. This tall man (described as being over 1.8 metres in height) was both feared and admired by the British colonists.

At first, the Noongar Peoples lived in harmony with the Europeans, who had established a colony on the Swan River in 1829. However, arguments soon arose over land and resources. The British mistook the Noongar tradition of burning the land as an act of aggression. In 1831 a Noongar man was shot while taking potatoes from a settler's garden. The settler saw it as theft; the Noongar man would have seen it as using the land's resources, to which he was entitled. Yagan sought revenge for this killing. After more battles, a reward was offered for his head.

SOURCE 3 This statue of Yagan was erected on Herrison Island in the Swan River.

When Yagan was finally captured, a European named Robert Lyon fought hard to spare his life. He admired Yagan's courage and wished to study him. Yagan was exiled to a small rocky island but escaped after six weeks. The colonists were angry about this; as punishment, they killed Yagan's father and brother, and increased the reward on Yagan's head.

For 12 months Yagan managed to avoid capture, continuing to fight for his people. Then, in July 1833, he approached two shepherds he knew, asking for flour. When his back was turned, one of them, William Keats, shot him. A reward was given for the killing of Yagan, but the editorial of *The Perth Gazette* described it as a 'wild and treacherous act': 'We are not vindicating [forgiving] the outlaw, but, we maintain it is revolting to hear this lauded [praised] as a meritorious [good] deed.'

DID YOU KNOW?

Until about the 1970s Australian school textbooks did not mention First Nations Australians resistance leaders, such as Pemulwuy and Yagan. In fact, some school texts ignored First Nations Australians' history almost entirely.

SOURCE 4 The head of Yagan, painted by Robert Havell. Yagan's hair was combed, and black and red cockatoo feathers were tied to his forehead as decoration.

2.6 SKILL ACTIVITY: Historical perspectives and interpretations

The resistance led by Pemulwuy has been named the First *Black War.*

1. Working in pairs, **research** the background to the Black War to answer the following questions:
   - What was the period of most violent conflict between the colonists and First Nations Australians? Who fought? Where did they fight? What happened and what was the outcome?
   - Who are some of the First Nations Australians resistance leaders, such as Windradyne of the Wiradjuri Peoples? Where and why were they at war and what was the outcome of their fight?
   - **Identify** if the sources are mostly (or all) from colonial perspectives? What can that tell you about a war when the perspectives are overwhelmingly from the colonisers viewpoint?
2. After completing your research, imagine that you are producing a documentary on Australia's Black Wars, a part of our history that has been largely ignored. **Write** a proposal for the documentary, convincing investors that this is a story that all Australians should know about. Refer to the sources in this lesson, and then conduct further research to locate sources that express the injustices of the colonisers and the significance of this war for both colonists and First Nations Australians.

2.6 Exercise

learnon

2.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 7	2, 5, 10	6, 8, 9

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Check your understanding

1. **Explain** why both British and First Nations Australians might have considered Pemulwuy to be a heroic leader.
   - **A.** Because he was king of the Bidjigal Peoples
   - **B.** Because he was strong and handsome
   - **C.** Because he was a 'noble savage'
   - **D.** Because he was fighting for the rights of his people

2. Use the words provided in the following table to complete the paragraph below about the First Nations Australians–European conflict.

not	First Nations	courage	manpower
matched	fear	resistance	one-sided
conflict	guns	European	knowledge

Many stories about the _____ between _____ colonists and _____ Australians suggest that it was very _____. However, although First Nations Australians may _____ have had the _____ of the Europeans, or often their _____, they did not lack _____ or skill. Their _____ and skills about Country, for example, could not be _____ by the Europeans and in many instances the _____ of First Nations Australians caused the Europeans great _____ and anxiety.

3. **Explain** what might have motivated Pemulwuy to engage in violence against the Europeans.
   - **A.** Hatred of all things European
   - **B.** Hunger and payback for atrocities committed by the Europeans
   - **C.** Because he wanted to gain more territory for himself
   - **D.** Because Elders ordered him to fight
4. **Identify** why Yagan was both feared and admired.
5. **Consider** what might have motivated Yagan to engage in violence against the Europeans.

Apply your understanding

6. **Examine SOURCES 1**, **2** and **3** and then explain what they indicate about attitudes to First Nations Australians and our colonial history.
7. **Explain** what the examples of Pemulwuy and Yagan suggest about the possible causes of violence on the Australian frontier.
8. Look at **SOURCE 5**. The photograph was taken on 3 March 2005 in the North Head Sydney Harbour National Park.
   - **a.** **Predict** how you think the people in the photograph might be feeling.
   - **b.** Why were remains, such as these and Yagan's and Pemulwuy's heads, not given a proper burial in the first place? Why might museums be interested in wanting to continue to display such remains?
   - **c.** **Discuss** why this event is important.

SOURCE 5 Ceremony to bury the returned remains of a number of First Nations Australians.

9. Choose either Pemulwuy or Yagan. **Write** one paragraph describing your chosen leader from the perspective of European colonists in the early nineteenth century and one from the perspective of First Nations Australians at the time.
10. **Determine** whether you think there is any value in recognising the lives of people like Pemulwuy and Yagan with monuments or statues.

LESSON
2.7 What happened on Australia's colonial frontier?

LEARNING INTENTION

By the end of this lesson you should be able to describe the effects of the violent frontier conflict that led to terrible events such as the Myall Creek Massacre.

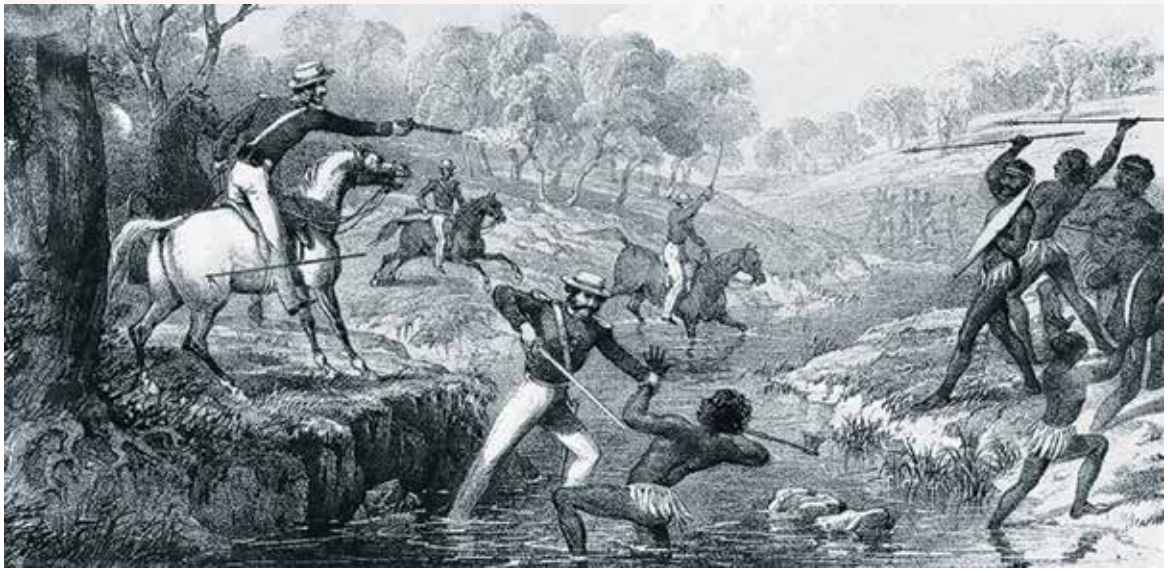
TUNE IN

The Black Lives Matter Movement is controversial because it challenges us to question issues such as racism, and the impact racism has on our society. It is controversial because opinions are divided on the reality of racism in our society, the extent of the impact, and how racism should be dealt with.

Historians also have different viewpoints about past events and issues. The different historical interpretations and perspectives is what historians refer to as **contestability**. Historians disagree on the extent and the reality of frontier violence in colonial Australia.

Some historians believe that violence was one of the most common and persistent features of life in Australia for 140 years after the arrival of the First Fleet in 1788. Other historians acknowledge that violence occurred but express concern that it should not be exaggerated. However, most agree that violence between European colonists and First Nations Australians was widespread and represents a terrible part of Australia's history.

SOURCE 1 *Mounted police and blacks*, a lithograph print by Godfrey Charles Mundy, published in London in 1852. The print depicts British troops killing Kamilaroi warriors on the Liverpool Plains in northern New South Wales in 1838. Reports of the number of First Nations Peoples killed ranged from 60 to 300. None of the troopers were killed.



Source: Mundy, Godfrey Charles *Mounted police and blacks* (1852) Lithograph on paper, 10.9 × 18.2 cm Australian War Memorial ART50023

Primary sources are the evidence historians use to interpret the past. The interpretations historians make from the study of sources are often controversial and contested.

1. Look carefully at the details of **SOURCE 1**. Consider when it was created, and by whom.
2. Discuss if this image is depicting an invasion, a war, or a small-scale conflict? What is your evidence?
3. Write a new caption describing what you think is happening in this image.

2.7.1 A people destroyed

In 1816, First Nations Australians' resistance around Sydney was crushed by military expeditions sent by Governor Macquarie. By this time British settlements had already been founded beyond the Sydney area. In 1803 and 1804 the settlements of Hobart Town and Port Dalrymple (later Launceston) were established in Van Diemen's Land, which became a separate colony in 1825.

There is no reliable evidence of how many Palawa (First Nations Tasmanians) lived in Tasmania before colonisation. The most common estimate is between 4000 and 7000 people. But by 1832 there were just 203 survivors and by 1856, when Van Diemen's Land was renamed Tasmania, there were even fewer. Some historians regard what happened there as genocide (the deliberate wiping out of a race).

So complete was the destruction of Tasmania's Palawa communities that today's surviving Palawa Peoples are mostly the descendants of Palawa women who were kidnapped and enslaved by white sealers.

War in the 1820s

Official government policy was to treat Palawa Peoples with friendship but, by the 1820s, there was a state of war in eastern Tasmania. In 1828 Governor Arthur ordered Palawa Peoples out of all settled districts. In 1830 more than 2000 soldiers, convicts and settlers were formed into lines for a drive to capture all the Palawa Peoples in the area of conflict or drive them through the narrow strip of land that forms Eaglehawk Neck and into the Tasman Peninsula, where they could be kept away from the settlers. Despite the scale of this operation, only two Palawa people were captured.

DID YOU KNOW?

In 1823–24 Musquito, (believed to be) an Eora man from the Sydney area, led a group from the Oyster Bay region. In a wave of attacks, his fighters killed several settlers and convicts before Musquito was captured, tried and executed in February 1825.

Two historians' perspectives

Keith Windschuttle and Henry Reynolds are two Australian historians who disagree about the fate of the Palawa Peoples of Tasmania. Following are brief extracts of their views.

aud-0467

SOURCE 2 From Windschuttle, Keith (2002), *The Fabrication of Aboriginal History, Volume One: Van Diemen's Land 1803–1847*, Macleay Press, pp. 130, 351, 362, 364, 371, 386

The Aborigines were never starving or even seriously deprived of traditional food … How many Aborigines died violently at the hands of colonists in Van Diemen's Land? … Over the entire period from 1803 to 1831, they [Aborigines killed by colonists] average just four deaths a year … far fewer than the colonists who died at Aboriginal hands …

The orthodox story is that Aboriginal society was devastated by the arrival of the British colonizers … [We] should regard the total pre-colonial Aboriginal population of Tasmania as less than 2000 … Hence it was not surprising that when the British arrived, this small, precarious society quickly collapsed …

aud-0468

tlvd-10664

SOURCE 3 From Reynolds, Henry (1995), *Fate of a Free People*, Penguin, pp. 4, 81–2, 185

How many Aborigines were killed by the settlers? We will never know with any certainty … There is no doubt that in the earliest years of settlement from 1804 to 1824 the Europeans took more lives than the Aborigines. But in the period of the Black War — from 1824 to 1831 — the mortality rate on each side was more even: perhaps somewhere between 150 and 250 Tasmanians were killed in conflict with the Europeans after 1824 (with another 100 to 150 dying before that date), while they killed about 170 Europeans …

It seems very likely that the mortality rate on Flinders Island was merely a continuation of a catastrophic pattern of death [from diseases] which had begun even before the first permanent settlements in 1803 and 1804 … As Robinson traveled across Tasmania he was told by his Aboriginal companions of whole communities, which had become extinct.

SOURCE 4 Attacks on Europeans were numerous in 1828. As part of Governor Arthur's attempt to control the escalating violence, poster boards like this one were nailed to trees in bushland surrounding the settled districts of Tasmania.

Exile, disease and despair

From 1829 to 1834, George Augustus Robinson, a Methodist lay preacher, working on behalf of the government, travelled among the surviving Palawa. Robinson believed that they would be wiped out if they remained in Tasmania and he convinced some of them to agree to what they believed would be a temporary move to an island off the Tasmanian coast. They were deceived.

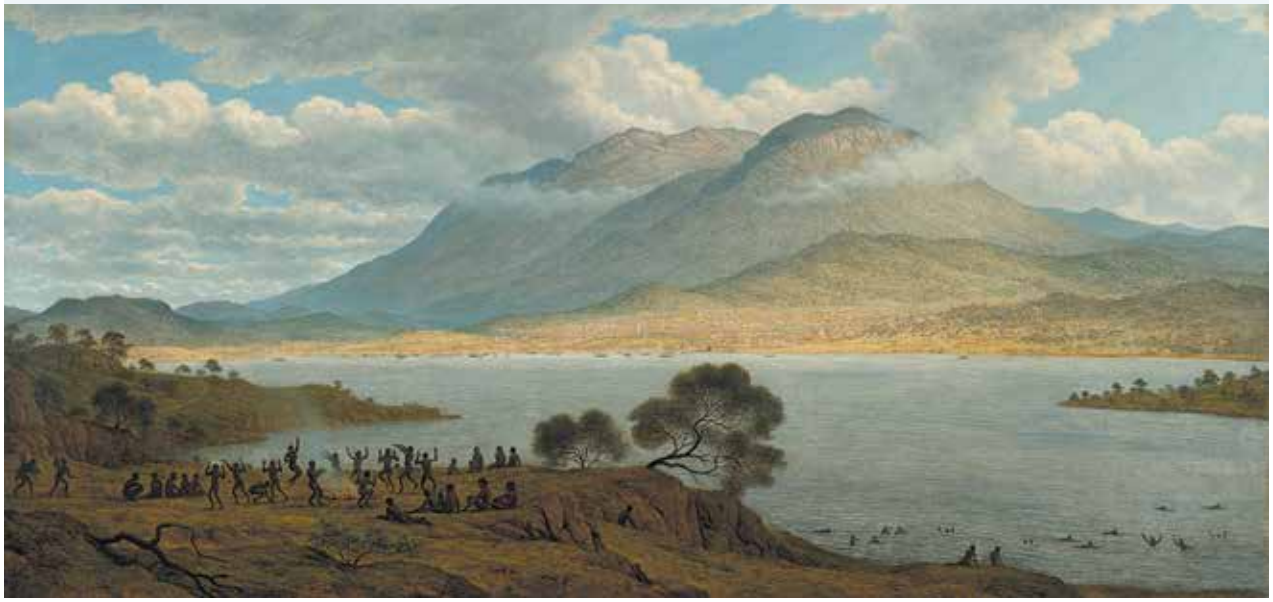
Between 1821 and the early 1840s survivors from many different language groups were moved to Flinders Island, where they were guarded and forced to wear European clothes and to attend sermons on Christianity. By 1847 most had died of disease and despair. Forty-seven survivors were resettled at Oyster Bay near Hobart but they continued to die. Out of the original forty-seven, Truganini was the only survivor at Oyster Bay. She died in 1876 and for many years the inaccurate myth endured that she was the last Palawa in Tasmania. However, in the 2016 census, more than 23 000 Tasmanians identified as First Nations Australian, representing 4.6% of the Tasmanian population.

aud-0469

SOURCE 5 From journals written by George Augustus Robinson in the 1830s

The [Aboriginal] children have witnessed the massacre of their parents and their relations carried away into captivity by these merciless invaders, their country has been taken from them and the Kangaroos, their chief subsistence, have been slaughtered wholesale for the sake of filthy lucre [money]. Can we wonder then at the hatred they bear to the white inhabitants? … We should make atonement for the misery we have [caused] the original proprietors of this land.

SOURCE 6 *Mount Wellington and Hobart Town from Kangaroo Point*, painted by John Glover (England 1767–Australia 1849) in 1834, oil on canvas, 76.25 × 152.4 cm. National Gallery of Australia, Canberra/Tasmanian Museum & Art Gallery, Hobart. Glover was in Hobart in 1831–32, when Robinson brought in people of the Big River and Oyster Bay regions. Just 10 days after arriving in Hobart, they were shipped to Flinders Island.



DID YOU KNOW?

At times First Nations Australians' resistance forced squatters to abandon their runs. However, some squatters killed entire communities by poisoning their waterholes or giving them poisoned flour to eat.

2.7.2 New South Wales — a state of conflict

In the Bathurst Plains in New South Wales in the 1820s a leader named Windradyne led resistance by the Wiradjuri Peoples (see **SOURCE 7**). Governor Brisbane declared martial law in 1824. During that year probably two-thirds of the Wiradjuri were killed by groups of settlers and soldiers. At least 100 were killed in a single massacre. The skulls of 45 of the victims were shipped to England.

Major Nunn's massacre

In the early 1830s, Europeans occupied the Liverpool Plains district, west of modern-day Tamworth; the Kamilaroi Peoples resisted the loss of their land. In 1838 the Mounted Police, led by the colony's senior military officer, Major Nunn, massacred at least 100 of them at Vinegar Hill on the Namoi River.

SOURCE 7 *A native chief of Bathurst*, a hand-coloured print by R. Havell & Son, 1820. The man pictured is believed to be Windradyne.

The Myall Creek massacre

Massacres of First Nations Australians by colonisers took place all over Australia, but due to lack of records the true extent of these massacres is not known. The Myall Creek massacre is unusual because it marked the first, and almost the last, time that whites who murdered First Nations Australians suffered consequences under British law. This unprovoked and premeditated act is possibly one of the most shameful examples of the mistreatment of First Nations Australians in this period of frontier conflicts. It is also one of the best documented.

SOURCE 8 The memorial stone marking the site of the Myall Creek massacre

In 1838 more than 30 Wirrayaraay women, children and elderly men were camped on Henry Dangar's Myall Creek Station near Inverell in northern New South Wales. They were friendly with the local whites and the young men of the group were away helping another station owner to cut bark.

The station manager, William Hobbs, was also away, moving cattle to better pastures. Two assigned convicts, George Anderson and James Kilmeister, were the only Europeans left at the station on 9 June when 11 armed stockmen, also mostly assigned convicts or ex-convicts, rode up.

The armed men claimed that they were hunting Wirrayaraay Peoples to punish them for frightening cattle. With Kilmeister joining them, they rounded up the defenceless Wirrayaraay, tied them together, dragged them away and murdered them. Anderson did not take part and he managed to hide one small boy and save his life.

Most of the victims were butchered with swords. The next day the killers returned to burn the bodies and remove as much evidence as possible. They probably never imagined that they might be punished. This was because they knew that, as non-Christians, any Wirrayaraay witnesses could not be sworn in to give evidence in court. However, in this case four things made it possible for the killers to be brought to trial. Anderson wanted to give evidence against the killers. Hobbs, the station manager, reported the murders to a magistrate. The magistrate acted properly, and New South Wales Governor Gipps wanted justice.

The Myall Creek trials

When 11 of the Myall Creek killers were brought to trial, there was public outrage that the government should want to punish white men for killing Wirrayaraay Peoples. At the first trial the accused were supported by many wealthy **squatters**, including a magistrate, and were found not guilty. However, seven of the men were then charged with the murder of a Wirrayaraay child whose remains were found at the massacre site. At a second trial the seven were found guilty and they were hanged in December 1838.

squatters colonists who leased and occupied large tracts of what had been First Nations Australians' land

One outcome of these hangings was that others who committed massacres made sure that no witnesses lived to give evidence. Killers could still avoid justice. Major Nunn's force had massacred more people than the Myall Creek killers in the same year, but attempts to get evidence for a trial had been unsuccessful.

2.7 SKILL ACTIVITY: Using historical sources, Communicating

1. Look at **SOURCES 2** and **3**. **Summarise** the two interpretations of colonial frontier conflict expressed by Windschuttle and Reynolds.
2. **Investigate** the *History Wars*, and the debate over our historical understanding of the nature of British colonisation.

3. Working in pairs research one of the contested areas or interpretations of the *History Wars;* for example:
   - Black armband/white blindfold
   - Spread of smallpox/deliberate or accidental contamination?
   - Attempted genocide or fatalities due to unintended actions.
4. **Identify** the different perspectives, or viewpoints, and the evidence each side presents.
5. **Create** a plaque, similar to the **SOURCE 8** memorial stone marking the site of the Myall Creek Massacre, recording the significance of the Black War.

2.7 Exercise

learnon

2.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 4	1, 5, 6, 7	8, 9, 10

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Check your understanding

1. **Identify** the meaning of 'genocide'.
   - A. The expulsion of emigrants
   - B. The forcible removal of First Nations Australian children from their families
   - C. The illegal settlement of a colony
   - D. The deliberate wiping out of a race of people
2. **Identify** what was unusual about the Myall Creek Massacre.
3. What happened to the people who were taken to Flinders Island?
   - A. They were kept prisoner
   - B. They were forced to wear European clothing
   - C. They were forced to attend sermons on Christianity
   - D. All of the above
4. **Identify** the two ways that it could be said that a state of war existed in Tasmania in the 1820s.
   - A. Palawa Peoples were ordered out of all settled areas.
   - B. The King of England declared war on Palawa Peoples.
   - C. Thousands of convicts and settlers were formed into lines for a drive to capture all the Palawa Peoples and drive them away.
   - D. Palawa Peoples declared war on the King of England.
5. **Identify** two outcomes of the Myall Creek trials.

Apply your understanding

Using historical sources

6. **Examine SOURCE 4** carefully. What was the message of this poster to the people of Tasmania?
7. Read **SOURCE 5**. For which interpretation in **SOURCES 2** and **3** could this source provide supporting evidence?
8. **SOURCE 4** was intended to tell Palawa Peoples that they had the same protection as Europeans under British law. In what ways did British law fail Tasmania's Palawa Peoples? **Decide** why you think it failed.
9. Look closely at **SOURCE 6**. It depicts the Oyster Bay and Big River people who came into Hobart to celebrate a negotiated peace. Considering all the sources in this lesson, **determine** why the history of Tasmania's Palawa Peoples is significant for all Australians.

Historical perspectives and interpretations

10. **Discuss** why the arrival of the Europeans was such a disaster for Tasmania's and New South Wales' First Nations Peoples.

LESSON
2.8 Where was Australia Felix?

LEARNING INTENTION

By the end of this lesson, you should be able to describe the impact of the changes that accompanied the rapid colonial settlement of Victoria and the spread of large-scale nineteenth-century cattle and sheep farming, and explain the resulting destruction of First Nations Australians' communities and degradation of the natural environment.

TUNE IN

Brainstorm the meaning of the concepts of continuity and change. What do you think these terms mean and why are these terms important to historians?

SOURCE 1 *Batman's treaty with the Aborigines at Merri Creek, 6 June 1838*, painted by John Wesley Burtt, c. 1875. Batman offered the Kulin Peoples a treaty, promising an annual payment of goods such as blankets and flour in return for 234 000 hectares of land. This was the only treaty ever offered to the First Nations Peoples of Australia.

Now look at **SOURCE 1**:

1. What event does the image illustrate?
2. This event can be regarded as a turning point in the history of Victoria. After tens of thousands of years of human history in this region, discuss why this event on this day was of such significance.
3. Write a short note to John Batman giving him your opinion of the 'treaty' he has just offered the Peoples of the Kulin nation.

2.8.1 Migrants

The main destination of free European migrants was the United States of America. Between 1830 and 1910 at least 26 million people, most of them poor Europeans, migrated to the United States. They included many Irish, who fled a terrible famine in the 1840s. Migrants also included many Germans, Italians, Poles, Czechs, Serbs, Croats and Jews from central or eastern Europe. They came to escape poverty and oppression at home, but they became cheap labour for America's factories, railways and mines, and tenants in America's growing urban slums.

2.8.2 Australia's changing population

The Australian colonies could not long remain large prisons. Ex-convicts, or emancipists as they were called, made up a significant part of the population, as did their children and the children of those still serving sentences. The first free settlers had been soldiers and officials. They were followed by wealthy free settlers attracted by land grants, free convict labour and profits from wool. From 1831 workers were also encouraged to migrate to provide the colonies with needed skills. The British government even helped them to migrate, at least partly because it feared many of the poor could become rebellious if they remained in Britain and Ireland. By 1851, convicts made up only 1.5 per cent of Australia's population.

aud-0470

2.8.3 'Australia Felix' — the southern land of happiness

The year 1835 is not one that is celebrated, commemorated or even much discussed in Australian history. For years, the woolgrowers of Tasmania had thought about increasing their flocks and they looked across Bass Strait to the Port Phillip District (now known as Victoria), a place that had seen no permanent European colonists. It seemed open, available and free for the taking.

Businessmen seeking profit in the wool industry, and the British government's approval of this pursuit, started a rush for land unequalled in world history. Frantically competing with one another, 'squatters' raced to occupy the open grasslands of Victoria, moving supplies and stock at an amazing rate. Determined on expansion and profit, these men seemed to have little concern for the Kulin Peoples of Port Phillip and their land.

This pattern of occupation was copied across the entire continent of Australia. As trails were forged inland, squatters took more of the land that had been occupied by First Nations Australians for tens of thousands of years. Trees were cut down to clear land for grazing and native animals were shot as pests.

SOURCE 2 From *1835: The Founding of Melbourne and the Conquest of Australia*, by James Boyce, published in 2011

In 1835 an illegal squatter camp was established on the banks of the Yarra River. This brazen act would shape the history of Australia as much as would the arrival of the First Fleet in 1788, because it was now that the continent was fully open to conquest … Melbourne's birth, not Sydney's settlement, signalled the emergence of European control over Australia … Between 1835 and 1838 alone, more land and more people were conquered than in the preceding half century. By the end of the 1840s, squatters had seized nearly twenty million hectares of the most productive and best watered Aboriginal homelands, comprising most of the grasslands in what are now Victoria, New South Wales, South Australia and southern Queensland.

SOURCE 3 *Country NW of tableland, Aug 22*, by S.T. Gill

DID YOU KNOW?

By 1838 there were already 300 000 sheep in the open grasslands of Victoria, a number that would rise to more than 1 million by 1841 and 5 million by 1851.

aud-0471

SOURCE 4 In 1836 Major Thomas Mitchell travelled across Victoria and recorded his impressions in his journal, *Three expeditions into the interior of eastern Australia*. The publication of his journal in 1838 helped shape European perceptions of Australia.

June 29 – The scene was different from anything I had ever before witnessed, either in New South Wales or elsewhere. A land so inviting, and still without inhabitants! As I stood, the first European intruder on the sublime solitude of those verdant plains, as yet untouched by flocks or herds; I felt conscious of being the harbinger of mighty changes … The land is, in short, open and available in its present state, for all the purposes of civilized man … I named this region Australia Felix ('Happy Australia').

SOURCE 5 *Australia Felix* by Arthur Streeton, 1907

2.8.4 Batman arrives

Victoria has a distinct and unique history. It was originally named the Port Phillip District by the British, but Europeans were banned from living there by the NSW governor. When John Batman arrived in 1835, he was a trespasser even in terms of British law. Individuals were not allowed to intrude on what the British government considered unoccupied land. But in 1835, a group of Tasmanian businessmen financed John Batman's exploration of Port Phillip Bay in search of suitable land for sheep farming.

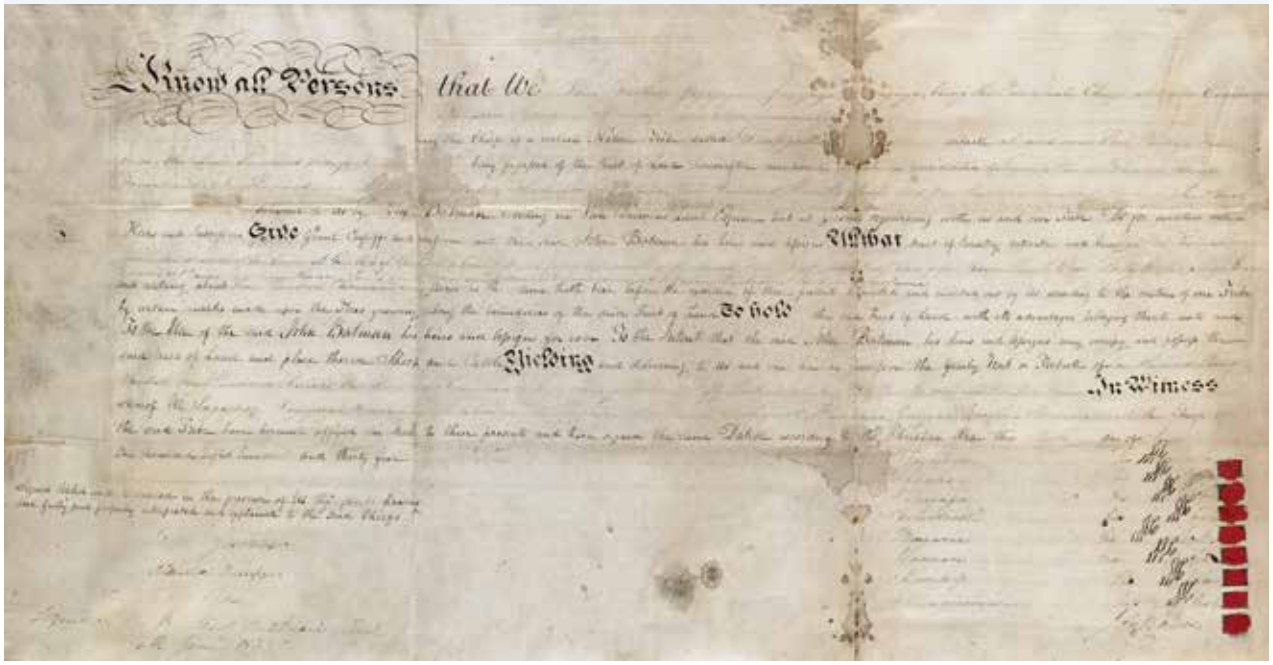
Batman was excited by what he found, and by the prospect of considerable wealth. Batman offered the Kulin Peoples of central Victoria a treaty, promising an annual payment of goods (blankets, knives, tomahawks, scissors, mirrors, flour, handkerchiefs and shirts) as well as 'protection'. In return, Batman would become the owner of 234 000 hectares of land. This deceptive exchange was the only 'treaty' ever offered to the First Nations Peoples of Australia.

aud-0472

SOURCE 6 Letter from John Batman to Governor Arthur, the Lieutenant-Governor of Van Diemen's Land, 25 June 1835

I joined this tribe about twelve o'clock and staid with them until about twelve o'clock the next day, during which time I fully explained to them that the object of my visit was to purchase from them a tract of their country, that I intended to settle among them with my wife and seven daughters, and that I intended to bring to this country, sheep and cattle. I also explained my wish to protect them in every way, to employ them the same as my own natives, and also to clothe and feed them, and I also proposed to pay them an annual tribute as a compensation for the enjoyment of the land. The chiefs appeared most fully to comprehend my proposals … I then explained to them the boundaries of the land which I wished to purchase … and they each delivered to me a piece of the soil for the purpose of putting me in possession thereof, I understanding that it was a form by which they delivered to me the tract of land.

SOURCE 7 Batman's treaty, often referred to as 'The Melbourne Deed'. In the bottom right-hand corner are the marks that the 'Aboriginal chiefs' allegedly made as a sign of their agreement. Similar marks appear in Batman's journal. The New South Wales governor declared the treaty illegal. The land was decreed to be the property of the British government. If woolgrowers wanted land, they would have to deal with the British government.



DISCUSS

As a class, discuss the idea that 1835 is a more important date in Australian history than 1788. Consider how important it was at the time and now. How was the history of Australia affected by this event? How many people were affected? Were the changes produced long-lasting? How many people were affected *and who benefitted* from this event?

2.8.5 Ravaging the environment

It was not just the First Nations Peoples of Victoria that the Europeans disregarded. As the First Nations Australians were displaced from the land, their careful management of the land went with them. Some of the settlers recognised the beauty of the land and appreciated that the First Nations Australians' had shaped the landscape.

SOURCE 8 Griffith, Charles 1845, *The Present State and Prospects of the Port Phillip District of NSW*

It is difficult when you see trees intermixed with the most graceful flowering shrubs, grouped with all the effect which a landscape gardener could desire, and growing from a green sward, entirely free from overgrowing weeds or brushwood, not to fancy that the hand of man had been engaged in combining and arranging these elements of natural beauty.

More than five million sheep and cattle ate the native grasses close to the ground and their hard hooves compacted the soil, creating dust plains in summer and muddy bogs in winter. The traditional herbs and vegetables that had sustained First Nations Australians for thousands of years simply disappeared. Water supplies were spoilt, domestic dogs and cats went bush and attacked both sheep and native animals. Soil erosion from the widespread felling of trees became widespread.

aud-0473

SOURCE 9 The wife of an Italian businessman described the Yarra in the 1850s. While her real identity is unknown, Alexandre Dumas published her account in 1855 as *The Journal of Madame Giovanni*.

… these banks are merely a long series of slaughter-houses where sheep are killed; tanneries where their hides are prepared; and factories where their fat is prepared for the market. Here and there appear white mountains twenty five, thirty and forty feet high; these are the bones. These slaughter-houses, tanneries, fat, or rather tallow factories, these bones forming pyramids along the banks, give forth a pestilential odour that made me regard Port Phillip with horror …

Not all of the damage resulted from the pursuit of profit and not all of it was intended. In many instances the original flora and fauna was destroyed as the Europeans replaced them with plants and animals of their own. Often unable to see the beauty of their new environment and homesick for the lands they had left, Europeans attempted to remake their new home. In trying to recreate what was familiar, the Europeans permanently changed the landscape that the First Nations Australians had made. There was little consideration of managing a sustainable environment.

Other changes were quite deliberate and destructive by colonisers with no concept of the custodianship that First Nations Peoples of Australia have had for their land for eternity. The much admired Batman's Hill, a popular park and vantage point, was levelled to make way for the new train station (now Southern Cross) and the material was used to fill the Blue Lake, a natural wetland with abundant wildlife just north of central Melbourne. Perhaps the most obvious casualty of the European arrival was the Yarra River. The waterfall that marked Melbourne's first point of settlement was blasted away and the river was soon turned into a rubbish dump.

2.8.6 Trouble at Port Phillip

One after another, First Nations Australians groups across Australia fought to save their land and often resisted the Europeans with great effect. However, by the end of the nineteenth century Europeans controlled most of the land that was of any use for settlement and agricultural purposes. In several areas this was achieved through much bloodshed.

A pattern of conflict was repeated across the continent. Some settlers tried to live peacefully alongside First Nations Australians but others killed them, drove them away or exploited them. In retaliation for rapes and other acts of violence committed against their people, First Nations groups speared stock and shepherds and attacked homesteads. At times soldiers and police were used to crush resistance by the local peoples. Colonists also organised armed bands, supposedly to punish the attackers but often killing any First Nations Australians they could find.

There is disagreement about the extent of the violence. Some historians believe that violence was one of the most common and persistent features of life in Australia for 140 years after the arrival of the First Fleet in 1788. Other historians acknowledge that violence occurred but express concern that it should not be

exaggerated. However, most agree that violence between European colonists and Australia's First Nations Peoples was widespread and represents a terrible part of Australia's history. The examples in this lesson are just a few drawn from the many and various conflicts.

It was not long after John Batman's arrival in Port Phillip Bay in 1835 that violence occurred. In March 1836, two of Charles Swanston's shepherds were killed, as well as a number of sheep. In July one of the squatters, Charles Franks, and another shepherd were found dead on the banks of the Werribee River.

Almost immediately, John Batman's brother, Henry, organised some armed men and rode west of Melbourne to punish the 'guilty' First Nations Australians. Reports of what happened vary. Henry Batman testified that he didn't see any First Nations Australians killed; others claimed from 10 deaths to complete annihilation of the entire community.

In another incident, Peoples of the Yorta Yorta nation near Benalla made several attacks against the Europeans and their property in 1838, possibly motivated by the abuse of their women. In one instance they killed seven Europeans.

In a second example, George Faithfull described how he had been ambushed: 'The natives rushed upon us like furies, with shouts and savage yells.' Other colonists reported that they had been forced to abandon their 'runs' or were kept in great fear by the presence of First Nations Australians who could be seen as protecting their lands.

SOURCE 10 Windberry, considered to be an important leader of the Eastern Kulin, here sketched by William Thomas, a government official responsible for the protection of First Nations Australians. Thomas considered him to be a 'most splendid character'.

While Melbourne was relatively peaceful, in 1840 a large group of about 300 Kulin Peoples were surrounded by soldiers and police in their camp on the south side of the Yarra. They were accused of a series of thefts. One of the leaders, Windberry, was shot dead as he defended himself. The rest were rounded up and eventually 30 were jailed for a month without trial; colonial law eventually found ten guilty. It is important to note that this was through the British trial system. The Kulin Peoples involved would have had no knowledge or understanding of this process.

2.8.7 Violent conflict in Victoria

Gippsland in Victoria was another area of frontier conflict. In July 1843, Ronald Macalister, nephew of a prominent local settler, was speared to death near Port Albert in Gippsland. Angus McMillan, an explorer and local squatter, led a party of whites to avenge his death. In a series of massacres, it is believed that possibly 100 Gunaikurnai Peoples were killed at Warrigal Creek with up to another 50 at other locations nearby. All evidence was hastily buried to keep the killings a secret. McMillan later became a member of the Victorian Parliament and a statue was erected to honour him as a pioneer. A seat in the federal parliament is named after him. Two of the pastoralists have left chilling accounts of what happened there.

aud-0474

SOURCE 11 Neil Black was a prominent squatter in Gippsland who was in no doubt about what was required for success. N. Black, *Journal of the first few months spent in Australia, 30 September 1839–8 May 1840*.

The best way [to procure a run] is to go outside and take up a new run, provided the conscience of the party is sufficiently seared to enable him without remorse to slaughter natives right and left. It is universally and distinctly understood that the chances are very small indeed of a person taking up a new run being able to maintain possession of his place and property without having recourse to such means … I believe, however, that great numbers of the poor creatures have wantonly fallen victims to settlers scarcely less savage though more enlightened than themselves, and that two thirds of them does not care a single straw about taking the life of a native, provided they are not taken up by the Protectors.

2.8 SKILL ACTIVITY: Communicating

Look at the artist Arthur Streeton's **SOURCE 5** image of *Australia Felix*, or '*happy Australia*'. This was the name the surveyor and explorer, Thomas Mitchell, gave in 1836 to the lush pasture lands of western Victoria. Upon his return to Sydney, he reported that he had located excellent farming land. This was the beginning of the land rush to Victoria.

1. a. **Discuss** and **describe** the image of western Victoria that is captured in the source.
   b. Locate some images of the same region as it is today, **identifying** any similarities or differences.
   c. **Research** and **identify** the First Nations Australians who traditionally lived in this region of western Victoria.
   d. Read and **compare** Thomas Mitchell's **SOURCE 4** impression of Victoria with Streeton's **SOURCE 5** painting.
2. **Discuss** the impact you think the land rush would have had on the western Victorian landscape, and the lives of the First Nations Australians who lived there.
3. **Create** a representation of a changing Victoria, beginning before 1835 and the colonial period, and ending in the present. Express your image of the land by writing, drawing, and gathering pictures of Victoria and her people.

2.8 Exercise

learnon

2.8 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2	3, 5, 6, 9	4, 7, 8, 10

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Check your understanding

1. **Identify** what the term *Australia Felix* means.
   A. Great southern land unknown
   B. Great southern land
   C. Felix's homestead
   D. Southern land of happiness
2. Woolgrowers were attracted to the Port Phillip District because they were searching for new land to expand their sheep flock. True or false?
3. **Identify** the **causes** of violence between Europeans and the Peoples of the Kulin nation in Port Phillip.
   A. Fighting over land
   B. Raping of First Nations women
   C. Accusations of theft against First Nations Peoples of Australia
   D. All of the above

4. **State** the environmental changes that the Europeans brought to Victoria.
5. **Recall** the events that are believed to have sparked the massacre of Gunaikurnai Peoples in Gippsland in the 1840s.

Apply your understanding

Using historical sources

6. Examine **SOURCE 2**. What does Boyce claim is the significance of the founding of Melbourne and the year 1835?
7. Refer to **SOURCES 6** and **7**. **Discuss** whether the language barrier would have impacted the Kulin Peoples' understanding of what was represented by the treaty.
8. **Identify** one intended and one unintended result of the settlement of Melbourne. Why should we condemn the actions of the colonists? **Discuss**.
9. **Examine** the sketch of Windberry in **SOURCE 10**. **Describe** what impression of First Nations Australians is expressed by this image.

Communicating

10. **Explain** how violence between Europeans and the First Nations Peoples of Australia could be considered a war. **Justify** your answer with evidence from the sources located in this lesson.

LESSON
2.9 What did 'civilisation' mean for the First Nations Australians?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of colonial attempts to 'integrate' First Nations Australians into the broader settler society, and describe the emergence of First Nations Australians leaders such as Simon Wonga and William Barak who fought for justice for their people.

TUNE IN

Meet the Kulin community of Coranderrk. The people you see in **SOURCE 1** have worked very hard to establish Coranderrk as one of the most productive farms in the region, even winning first prize for their produce at the 1881 Melbourne International Exhibition.

Imagine it is 1882 and you are a journalist keen to learn more about their achievements and their plans for the future of Coranderrk.

Brainstorm five questions that will help you to understand the significance of the community pictured in **SOURCE 1**.

SOURCE 1 The Kulin Peoples at Coranderrk grew and sold arrowroot, hops and vegetables. As well as tending their fields, they earned money working on nearby properties.

2.9.1 ‘Becoming civilised’

From 1788 the British government’s policy had been to treat First Nations Australians with friendship and kindness. This was generally not the case though as seen through the massacres and killings of thousands of First Nations Peoples of Australia. The central fact that the British were there to occupy what they considered to be ‘empty land’ made this impossible.

As settlement spread after 1835, increasing concern in London for First Nations Peoples of Australia saw a recognition in 1837 that they had a ‘plain and sacred right’ to the land and that, as subjects of the Queen, they should be protected by law. They should also be educated, taught Christianity and ‘civilised’ and so forced to abandon their language and culture.

In 1816 Governor Macquarie set aside five areas around Sydney for First Nations Australians who wished to become farmers. The offer provided government assistance for six months and some First Nations Australians farmers were also provided with convict labour. Macquarie wanted to end First Nations Australians’ resistance by encouraging them to take up British ways. Several Darug families were granted land in western Sydney in an area that came to be known as the Black Town. A First Nations Australians fishing village was also set aside at Elizabeth Bay. But, much later, after Macquarie left the colony, Elizabeth Bay was given to wealthy settlers.

SOURCE 2 A sketch of Elizabeth Bay, Sydney, by Edward Mason, 1853, showing bark huts for the local First Nations Peoples

Schools and missionaries

In 1814 Governor Macquarie set up an school at Parramatta for First Nations Australian children, calling it the Native Institution. Macquarie thought that once First Nations Australians were educated, they would abandon their traditional lifestyles and stop resisting colonisation.

The Native Institution ensured First Nations Australian children had elementary schooling, job training and lessons in Christianity. It had some successes, such as Maria Locke, a Darug Boorooberongal girl who won first place in the Anniversary Schools Examination in 1819, ahead of 20 other First Nations Australian children and 100 white students. But generally, when students went back to their communities they found very little of what they had learned had any use or meaning for their lives. By 1833 the only remaining First Nations Australians school in the colony had just four pupils.

By the 1830s Christian missionaries were taking on the role of bringing Christianity and European ways to First Nations Australians. They concentrated on converting children whom they separated from their parents on mission stations. Some missionaries resorted to kidnapping children.

SOURCE 3 From Governor Macquarie's report to Lord Bathurst, Secretary for Colonies in the British government, 1822

I deemed it an act of justice, as well as humanity, to make at least an attempt to ameliorate [improve] their condition, and to endeavour [try] to civilise them.

SOURCE 4 From *Two Years in New South Wales*, by Peter Cunningham, published in 1827

You must absolutely secure the young, wean them from parental influence, and infuse [fill] them with new ideas and opinions … We had an institution here, in Governor Macquarie's time, where the native children were educated, and turned out of it at the age of puberty good readers and writers; but … their native instincts and ideas still remaining paramount [strongest], they took to their old ideas again as soon as freed …

2.9.2 Cultural resistance, negotiation and adaptation

The Native Police Forces

By the middle of the nineteenth century, the First Nations Australians population had been greatly reduced through violence and disease. The survivors despaired at the loss of their land and the subsequent impact on their cultures, spirituality and ways of life, as they were forced to become dependent on white society.

Some young First Nations Australian men found a place in this changing world by joining the Native Police Forces. In Queensland especially, First Nations Australians troopers were used to kill people from other First Nations Australians groups, and they played a brutal role in the defeat of resistance. Many joined Native Police Forces in the hope that this would enable them to provide their own people with a greater degree of protection. In Victoria they evaded pursuing their own language groups, though they did commit atrocities against communities outside their traditional boundaries. Many joined because it gave them guns, uniforms, money and, above all, horses. Access to status and authority was understandably attractive to young First Nations Australian males.

SOURCE 5 William Strutt's portrait of Munight, a member of Victoria's Native Police

SOURCE 6 *Black troopers escorting prisoner from Ballarat to Melbourne, 1851*, by William Strutt

2.9.3 The Port Phillip protectorate

In the 1830s the British government was increasingly concerned about the treatment of First Nations Australians, especially in the Port Phillip District. A protectorate system was set up. Four Protectors were appointed to investigate crimes committed by settlers against First Nations Australians, but in this they had little success. In each Protectorate, land was set aside for a station where people of the surrounding First Nations Australians were encouraged to stay. Those who accepted the offer did so for a variety of complex reasons.

SOURCE 7 A portrait of Charles Never by William Strutt. Charles's original name was Murrumwiller and he was probably from the Murray district. Charles attended a school for First Nations Australian children at Merri Creek, initiated by the Baptists of Melbourne in 1845, and remained there while the school was in operation until 1848.

Some people of Port Phillip you should know

Not all First Nations Australians used violence in their resistance to the European presence, and many Europeans sought to engage First Nations Australians in a number of ways. The historian Richard Broome has written extensively about these responses in his book *Aboriginal Victorians.*

Billibellary

Billibellary was a *ngurungaeta* (headman), who was one of the signatories on Batman's treaty. He was also known as Jika Jika and was the chief of the Wurundjeri-willam Peoples, who were the traditional custodians of the land north of the Yarra from Melbourne to Lancefield. He was the most respected Elder of the Melbourne region. His clan was one of five like-minded groups, forming loosely as Woiwurrung Peoples.

As a close friend of William Thomas (Protector of Aborigines), Billibellary reported the despair that First Nations Australians felt at the loss of their land: 'Blackfellows all about say that no good have them Pickaninnys now, no country for blackfellows like long time ago.' Billibellary is remembered as a man of peace who sent his own children to the Europeans' schools and joined the Native Police Forces along with several other nation group leaders, increasing their own power and authority.

SOURCE 8 When Charles announced his intention to write to the Queen, asking for a piece of land and 400 pounds to build a house on it, the wife of the schoolmaster told him it would not be appropriate. He replied:

> You say one time the Queen a good woman. And yet she send white man out here, take black fellar's land, and drive them away, and shoot them, and build plenty house and garden on my land; and when I say, I ask her to give me back a piece of my land and money to build a house, you say she think I not know better. This land, my land first of all. 400 pounds not much to the Queen, and she take plenty land from me.

Simon Wonga

Simon Wonga was born near Healesville in the 1820s. He was the son of Billibellary. When Wonga was in his mid teens, he severely injured his foot while he was hunting and was cared for by Assistant Protector of Aborigines William Thomas. Wonga soon befriended Thomas and his son. Wonga shared much of his understanding of traditional culture, language and beliefs with Thomas. He also learnt from Thomas how European society worked.

By 1851 Wonga had become *ngurungaeta* or headman of the Wurundjeri Peoples. He used his knowledge and friends in the European community to support his people when they were treated unfairly. He tried to regain the land settlers had taken. In 1859, he took a small group of Taungurong men from the Goulburn River to see

William Thomas, acting as their interpreter and mediator. In a letter to Redmond Barry, Thomas quotes Wonga: 'I bring my friends Goulburn Blacks, they want a block of land in their country where they may sit down plant corn potatoes etc., and work like white man.'

After this meeting, a deputation was sent to the Commissioner of the Land and Survey Office, where they met with officials and secured a portion of land for the Taungurong. A precedent had been set, and in 1860, Wonga returned to Thomas to ask for a piece of land for his own Wurundjeri Peoples. The land he asked for later became the Coranderrk Aboriginal Mission. Wonga died there in 1875.

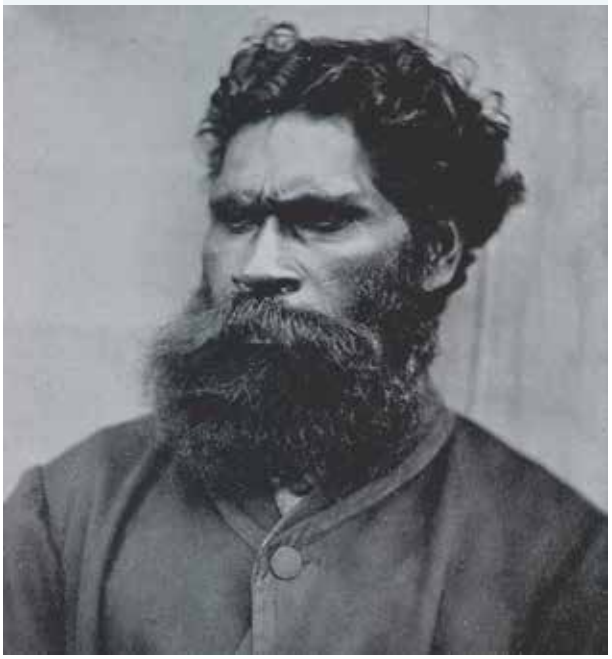
William Barak

William Barak was the nephew of Billibellary and was born in 1823, in the area now known as Croydon, in Melbourne. Originally named Beruk Barak, he adopted the name William after joining the Native Police as a 19-year-old.

Barak emerged as a politically smart leader, skilled mediator and spokesperson for his people. In partnership with his cousin Simon Wonga, Barak worked to establish and protect Coranderrk. He became a prominent figure in the struggle for First Nations Australians rights and justice. When Wonga died in 1875, Barak succeeded him as group leader.

While at Coranderrk, Barak recorded the culture of his people through storytelling and art, and invited white settlers and dignitaries to visit the reserve. Skilled in the arts of diplomacy and friendship, over time he gained growing respect and fame within his own culture, in settler society and even abroad. In 1886 he petitioned the Victorian government for better rights and land on behalf of the residents, stating: 'We Blacks of Aboriginal Blood, wish to have now freedom for all our life time.'

SOURCE 9 A photograph of William Barak, taken around 1868, Museum Victoria



2.9.4 Coranderrk

One of the most successful schemes to turn First Nations Australians into farmers was the Coranderrk Reserve, set up near Healesville in Victoria in 1863. The Kulin Peoples who moved to Coranderrk cleared and fenced the land and, by the 1870s, they were successfully growing hops, raising cattle and running a dairy. Despite this, the law did not recognise the people as the custodians of this land. When the Board for the Protection of Aborigines attempted to close Coranderrk in 1874, its Kulin residents marched in protest to the Victorian Parliament. Their action saved Coranderrk, but only for a time. From 1886, under the Victorian Aborigines Act, many people of mixed descent were forced to leave the reserves. This cut Coranderrk's workforce to a level that was too low to run the farms. Finally, in 1924, Coranderrk was closed.

SOURCE 10 From the *Report of the House of Commons, Select Committee on Aboriginal Tribes (British Settlements), 1837*

[The] native inhabitants of any land have an **incontrovertible** right to their own soil; a plain and sacred right. Europeans have entered their borders uninvited, and, when there, have not only acted as if they were undoubted lords of the soil, but have punished the natives as aggressors if they have [tried] to live in their own country.

incontrovertible certain, undeniable

2.9 SKILL ACTIVITY: Questioning and researching, Communicating

Save Coranderrk!

The Coranderrk community is under threat. Despite the public recognition of their achievements, attempts were made in 1874 to close their community down. In 1893 the government took half their land, and now the remaining land could be sold off to local white farmers who are jealous of Coranderrk's success.

1. Work in small groups to **design** a campaign to raise public awareness of the plight of the Kulin Peoples of Coranderrk. Before you begin your campaign you will need to find out what the leaders of the community, Simon Wonga and William Barak, have already done in their fight for Coranderrk. Set out some questions that you want to ask them, and then research to find the answers.
   Your campaign will require posters, letters to local newspapers and a speech to be delivered to the Aboriginal Protection Board highlighting Coranderrk's history and achievements. Refer to **SOURCE 10**, the 1837 report to the House of Commons, to highlight the injustices that have already been committed. Your campaign also needs to remind the Aboriginal Protection Board and the wider public of the previous government failures to protect First Nations Australians' 'plain and sacred right' to the land and, as subjects of the Queen, legal protection.
2. **Present** the letter, speech and posters to Aboriginal Protection Board representatives, played by other class groups.

2.9 Exercise

learnon

2.9 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 5, 7, 8	1, 9	3, 4, 6, 10

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Check your understanding

1. Governor Macquarie set up the Native Institution in Parramatta to protect First Nations Australians. True or false?
2. **Identify** the key reasons First Nations Australian males might have joined the Native Police Force.
   - A. Because it was law for them to do so
   - B. To gain access to status and authority and attempt to protect their people
   - C. Because they thought it would be fun
   - D. For something to do
3. **Identify** the ways that Billibellary responded to the presence of the Europeans.
4. **Identify** what William Barak did for his people.
5. **Identify** the purpose of a protectorate. Select all options that apply.
   - A. In a protectorate, Protectors were appointed to investigate crimes committed by settlers against First Nations Australians.
   - B. In a protectorate, Protectors were appointed to investigate crimes committed by First Nations Australians against settlers.
   - C. In a protectorate, land was set aside where settlers were encouraged to stay.
   - D. In a protectorate, land was set aside where First Nations Australians were encouraged to stay.

Apply your understanding

Using historical sources

6. **Explain** what **SOURCES 3** and **4** suggest about the attitudes of Macquarie and Cunningham and their understanding of First Nations Australians.
7. Based on **SOURCES 5** and **6**, **explain** what you think the artist, William Strutt, thought about the Native Police.
8. **Describe** what **SOURCE 9** suggests about Barak's character.

Historical perspectives and interpretations

9. **Explain** the ways Europeans caused a decline of First Nations Australians' civilisation.

Communicating

10. **Explain** what you think is important for students to know about relations on the frontier in colonial times.

LESSON
2.10 Why are there two images of colonial Australia?

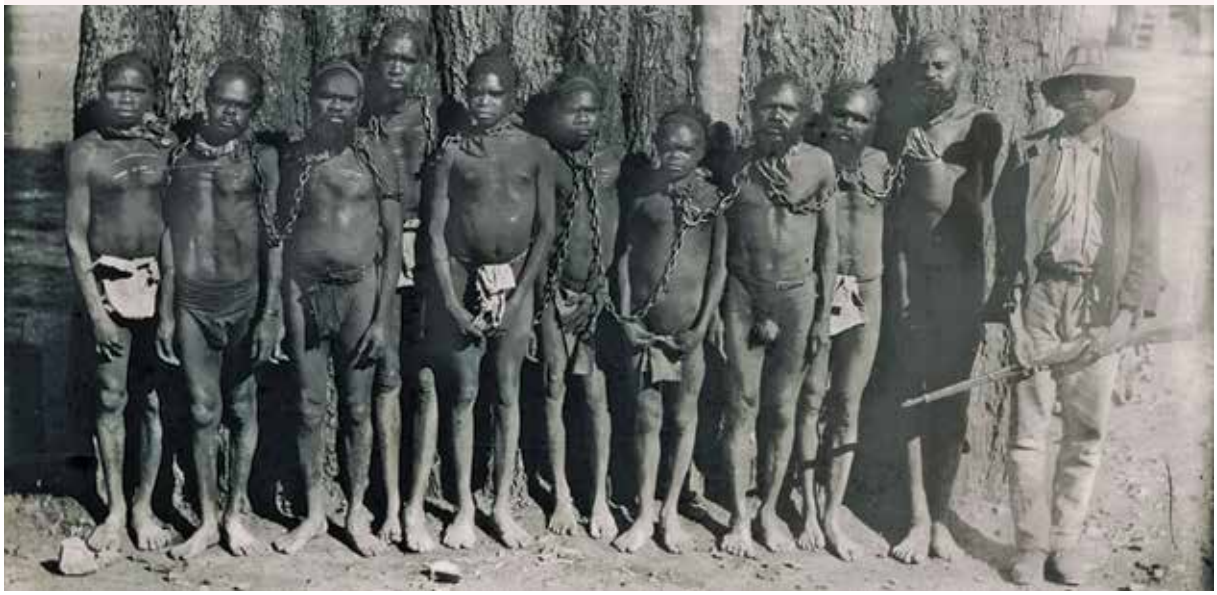
LEARNING INTENTION

By the end of this lesson you should be able to compare different perspectives to learn about the great contrasts in colonial Australia.

TUNE IN

Think about the concept of human rights. Have a class brainstorm to identify what you think the basic human rights should be in our twenty-first century Australia.

SOURCE 1 First Nations Australians prisoners (likely Arrernte men) in chains at Heavitree Gap police camp, Alice Springs, on 23 June 1906. Charged with stealing beef, all ten men were sentenced to six months in Port Augusta jail.



Why do you think this image is significant to the history of human rights in Australia?

2.10.1 Violence in Western Australia and the Northern Territory

In the 1880s most people in Australia lived in cities and were increasingly proud of their civilisation and progress. With surges in population and booming economies, there was abundant optimism and widespread prosperity. There was talk about the states uniting to form a federation, artists and writers began to explore and celebrate what it meant to be 'Australian', and with the celebration of the centenary in Sydney, people looked

back with great satisfaction on 100 years of pioneering achievement. When the London journalist George Augustus Sala described Melbourne as 'marvellous' in 1885, the people of the city felt justifiably proud. The title of his article for London's *Daily Telegraph*, 'The Land of the Golden Fleece', seemed to summarise Australia.

Outside the cities, life in Australia was very different. 1885 also marks probably the most violent year on the Australian frontier. In the remote parts of South Australia, across the Kimberley district in the west and throughout the northern reaches of Queensland and the Territory, the same pattern of occupation, First Nations Australians' resistance and terrible European reprisal was repeated. But in this decade, modern weaponry, bush-bred horses and efficient Native Police, coupled with a general acceptance of the inevitability and necessity of the violence, produced a dreadful toll.

DID YOU KNOW?

The exact numbers of those killed in the 1880s will never be known, but it is reasonable to assume that at least 2000 First Nations Australians died in armed conflict with the settlers, though it was probably more. The number of violent settler deaths is also hard to estimate and included not only Europeans but also Chinese miners, Pacific Island labourers and other First Nations Australians who had chosen to work with the settlers.

The Kimberley

The Kimberley in Western Australia was explored by Alexander Forrest in 1879, but European occupation was relatively slow until 1885, when gold was discovered at Halls Creek and cattlemen arrived from the eastern states with herds looking for pasture. Competing for resources in rough, isolated country, First Nations Australians robbed tents and attacked travellers. This sparked fear and attacks by the Europeans.

One leader of the Bunuba Peoples, Jandamarra, caused widespread panic when he defected from the police force, captured guns and planned a military defence of his country. He led several attacks over three years before being shot dead at Tunnel Creek on 1 April 1897. So many Bunuba Peoples were killed in the Kimberley district between 1881 and around 1905 that Bunuba Peoples call that period the 'Killing Times'.

SOURCE 2 From Pedersen, Howard (2007) transcript, *First Australians*, SBS television series, Episode 5

In 1888, the Western Australian Government responded to the incidents of resistance right throughout the Kimberley by putting … a whole network of police stations, to try and quell this growing Aboriginal opposition to European settlement. By the early 1890s a quarter of the whole Western Australian police force is based in the Kimberley, where there's only one per cent of the European settlement population.

SOURCE 3 While official police action was responsible for much of the violence in the Kimberley at this time, it was individual settlers who also typically engaged in the killing. The historian Henry Reynolds, who has studied relationships on the frontier for much of his life, made this point about how settlers were able to engage in this violence and maintain a clear conscience in his book *Forgotten War*, p. 214:

Many more punitive expeditions were likely mounted than were ever reported … The prominent pioneer pastoralist Aeneas Gunn observed that it was a breach of northern etiquette to ask a man whether he had shot a blackfellow or not. He also expressed the view common amongst his contemporaries that they were not primarily responsible for the widespread violence on the frontier, writing that 'There are few, if any, of the Northern pioneers who would not prefer to live at peace with the natives. But the hostilities are, in the majority of instances, forced upon them.'

DID YOU KNOW?

A royal commission in Western Australia found in 1905 that it had been the practice for the past 30 years to keep First Nations Australians prisoners in heavy neck chains for the entire length of their sentences. It also found that First Nations Australian women on cattle and sheep stations were often captured by white stockmen, raped and used as slave labour.

A notorious incident in the Territory

In 1884, four well-respected copper miners were attacked and killed in the far north-west of the Northern Territory, inciting outrage from the settler community. The *Northern Territory Times* asserted that First Nations Australians were 'murderers and robbers by nature, and nothing but the most severe punishment will have any lasting effect on them'. Private parties rode off in search of vengeance, with one group cornering a group of First Nations Australians in a lagoon. The official report stated that 20 or 30 men were killed; others indicated that it was possibly more than 150 men, women and children.

2.10.2 Violence in Queensland

Colonisation of Queensland began in 1825 and it became a separate colony in 1859. Between the 1860s and the 1890s, detachments of Queensland Native Police led by white officers made several brutal attacks on camps of First Nations Australians, killing indiscriminately. Where they could, First Nations Australians fought back. The largest battle occurred in 1884.

From the 1860s squatters had begun to occupy land between Cloncurry and Camooweal in western Queensland. This was the land of the Kalkadoon Peoples, who waged a guerrilla war of resistance for 13 years. At Battle Mountain in 1884 around 600 Kalkadoon warriors made their last stand against 200 armed whites and Native Police. The Kalkadoons fought bravely but spears, stones and boomerangs were no match for repeating rifles and revolvers. Almost 85 per cent of the Kalkadoons were killed.

2.10.3 Exploitation and protection policies

After the Australian colonies gained self-government from 1856, the new colonial parliaments showed much less concern for First Nations Australians than had the British government. An enormous amount of 'Crown land' was now held by squatters in the form of **pastoral leases**. On many of these leases, squatters exploited First Nations Australians as cheap and slave labour.

pastoral lease land that is leased for the purpose of grazing sheep or cattle

Rather than protect the rights of First Nations Australians on their Country, the colonial governments preferred to force them onto reserves. From the late nineteenth century, Protection policies were introduced in most of the colonies (or, from 1901, states). Under these policies, many First Nations Australians were controlled by reserve or mission administrators who had no concern for the First Nations Australians traditional ways of life or knowledge.

Protection policies were based on the belief that First Nations Australians were dying out and that all that could be done for them was to prevent unnecessary suffering. From as early as the 1880s some First Nations Australian children were forcibly removed from their families under these policies. These children are now widely recognised as the Stolen Generations.

Gradually, colonial and state governments passed laws that gave them legal rights to remove or separate First Nations Australian children from their families without having to show good reason in court. Children taken away under these laws were deprived of ties with their families, communities, cultures and languages, and many also suffered abuse and exploitation.

int-5632

SOURCE 4 The defeat of the Kalkadoons

A Battle Mountain lies about 80 kilometres north-west of Mount Isa. The country is rocky and hilly. Boulders, giant termite mounds and tufts of porcupine grass pepper the landscape.

B Warriors prepared for battle by painting three stripes around their upper arms and legs and a boomerang shape on their chest. The leader wore a thick string around his neck, tied to another around his waist, and a white feather-down headdress.

C Each detachment in the Native Police Force comprised about six native troopers headed by a European officer.

D The landowners were often heavily armed, carrying both .45 Colts and carbines. Native troopers carried carbines but were not trusted to carry revolvers.

E The Kalkadoon warriors were described as 'the elite of the Aboriginal warriors' and as 'tall, muscular men of magnificent physique and endurance, many of whom towered over their European opponents'.

SOURCE 5 From *The Queenslander*, 23 May 1885. *The Queenslander* was the leading weekly Queensland newspaper in the 1880s. It ran a courageous campaign for more humane policies towards First Nations Australians.

On all stations … in this western portion of Queensland a certain number of … [Aborigines are] employed … The vast majority receive no **remuneration**, save **tucker** and clothes. They are … talked of as my, or our niggers, and are not free to depart when they like … Cases have occurred where blacks belonging to both sexes have been followed, brought back and punished for running away from their nominal employers.

remuneration monetary pay for services

tucker traditional Australian slang term for food

DID YOU KNOW?

In 1848 the British Secretary of State, Earl Grey, informed the Governor of New South Grey, Henry *(Earl)* Wales that First Nations Australians must keep the right to use their land for traditional purposes (however, this was not often adhered to). In 1996 the High Court of Australia found that the rights referred to by Earl Grey still existed. This was the famous Wik judgment, a landmark decision on First Nations Australians' land rights.

SOURCE 6 From a dispatch of Earl Grey, British Secretary of State, to Governor Fitzroy in 1848

These [squatters'] leases are not intended to deprive the natives of their former right to hunt over these Districts, or to wander over them in search of subsistence [food and other needs] … except over land actually cultivated or fenced in for that purpose.

An inquiry into the forcible removal of First Nations Australian children and adolescents was conducted in the 1990s. The *Bringing Them Home* report acknowledged the hardships First Nations Australians endured and the sacrifices they made. It also recognised the strength and struggles of the thousands of people who were affected by these policies. By 2001 all state and territory governments had apologised to the Stolen Generations. However, it was the federal government's apology in 2008, delivered by then Prime Minister Kevin Rudd, that was considered to be the most significant.

SOURCE 7 Prime Minister Kevin Rudd, 13 February 2008

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians. We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their Country.

DISCUSS

Discuss in small groups how important it is to work towards reconciliation with First Nations Australians. Why is knowing the two sides of the Australian story important to the process of reconciliation? What suggestions would you make to improve race relations in Australia? Record some of the ideas as the discussion proceeds.

DID YOU KNOW?

In the first federal elections in 1901, South Australian First Nations men and women could vote, First Nations men of New South Wales, Victoria and Tasmania could vote, but not the First Nations Australians of Queensland and Western Australia.

The Franchise Bill was proposed to extend voting rights at federal elections to women and First Nations Australians in all states. However, most elected members of the Federal Parliament opposed these voting rights. Many First Nations Australians who had voted in the first federal election had that right taken away from them during the following two decades.

2.10 SKILL ACTIVITY: Using historical sources, Communicating

The optimism and prosperity of colonial Australia is in stark contrast with the story of frontier conflict between settlers and First Nations Australians. Research one of the regions or resistance campaigns, such as the defeat of the Kalkadoon Peoples, referred to in this lesson to develop an understanding of why conflict escalated, and why the history of colonial Australia is one of both increasing wealth and violence.

1. Refer to the sources in this lesson to begin your analysis of the causes of frontier conflict, and how the colonial governments and settlers responded to First Nations Australians. Begin your analysis by **writing** questions designed to establish general attitudes; for example: Why would Aeneas Gunn (**SOURCE 3**) claim that hostilities were forced upon the settlers?

2. **Discuss** in pairs the various perspectives and attitudes expressed in the written sources, ending with the apology given by the Prime Minister in 2008.
3. **Create** a series of posters or messages reinforcing the message of reconciliation as expressed in **SOURCE 7**. You particularly want to communicate the need for recognition of Australia's First Nations Peoples' history, because you are aware that the voices of the people in **SOURCE 1** have often remained hidden in the construction of our colonial past.

2.10 Exercise

learnon

2.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 4, 7	1, 6, 8, 9	3, 5, 10

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Check your understanding

1. What were the factors that made frontier violence more disastrous for First Nations Australians in the 1880s? **Select** all options that apply.
   - A. Bush-bred horses
   - B. The destruction of property
   - C. Modern weaponry
   - D. Efficient Native Police
2. Why was Jandamarra feared more than other First Nations Australians resistance leaders?
   - A. He had been a member of the police force
   - B. He stole guns
   - C. He killed settlers
   - D. He had been converted to Christianity
3. **Describe** the conflict at Battle Mountain in your own words.
4. **Identify** what factors made the colonial occupation of remote frontier territories different to the occupation of cities like Melbourne and Sydney.
5. Around the turn of the century, voting rights for First Nations Australians were revoked. True or false?

Apply your understanding

6. **Examine SOURCE 1**. **Describe** what this suggests about the nature of frontier violence in the Kimberley.
7. **Explain** what point Reynolds makes in **SOURCE 3** about settler attitudes to the law.
8. With reference to the sources in this lesson, **explain** what the problems are of establishing the truth of what happened on the frontier.
9. a. **Explain** the belief of the colonisers that justified the stealing of First Nations Australian children from their families.
   b. **Describe** the lasting impacts of this policy for First Nations Australians.
10. **Identify** three significant things that students should know about frontier conflict in Australia towards the end of the nineteenth century. **Explain** why you have chosen each point.

LESSON
2.11 How did colonisation impact on the traditions and beliefs of the Peoples of the Torres Strait?

LEARNING INTENTION

By the end of this lesson you should be able to describe the history of contact and colonisation of the Torres Strait Islands and explain the discrimination the Islanders experienced.

TUNE IN

The experiences of the First Nations Australians are shared by many First Nation communities around the world. This lesson introduces the experience of the Torres Strait Islanders.

SOURCE 1 Created around 1845, this painting shows the meeting of an Islander canoe and strangers near the Murray Islands.

Look at **SOURCE 1**. How do you think the geography of the Torres Strait influenced the Islander way of life? What predictions can you make about how this affected their first colonial contact experience?

2.11.1 Early contact

The Torres Strait Islands are the hundreds of islands, many tiny, scattered between the tip of Cape York, in Queensland, and Papua New Guinea. Many have been inhabited for thousands of years. No two islands are identical, each having its own landscape and history.

Torres Strait Islander Peoples are a separate people in origin, history and way of life. Today they live in 18 permanent communities on 17 islands, though they still frequent their traditionally owned islands for fishing, land management, cultural purposes and recreation. The Torres Strait Islanders (hereafter called Islanders) traded with First Nations Australians of Cape York and the people of Papua New Guinea before the Europeans arrived.

After 1770, when Captain Cook proclaimed part of Australia's eastern coast as Crown land, many British ships favoured Torres Strait as a passage to the Pacific. While the first European settlement was established on Albany Island in 1863, a 'pearl rush' in 1870 brought thousands of people from all over the world. A year later the London Missionary Society brought Christianity to Darnley Island and the process of colonisation began to take effect on the traditional ways of Torres Strait Islander Peoples. The first Christian service was performed on 1 July 1871, and that day is still recognised as 'The Coming of the Light'. Missionary teachers incorporated traditional ritual and belief but ended the practice of reciprocal killing and the trading in human heads. They also imposed a new language, Torres Strait Creole (also referred to as 'Ailan Tok'), which is still spoken today. Many Torres Strait Islander Peoples accepted Christianity as a fulfilment of their existing religious beliefs rather than the imposition of a new one.

SOURCE 2 Priests Joseph Lui Snr. and Poey Passi at their graduation ceremony on Moa Island, 1925. The merging of pre-colonial beliefs and traditional Christianity is an important part of culture for many Torres Strait Islander Peoples.

2.11.2 Torres Strait industry

The shallow waters of the north coast of Australia are rich in Trepang — a species of sea slug which is regarded as a delicacy in Asian cuisine. The pearl shell beds of these waters are also the largest in the world. Australia has a long history in pearling. Pearl shell had been traded between the Torres Strait Islands and First Nations mainland Peoples for at least 20 000 years. Trepang was also traded between the Islanders and the peoples of Indonesia and Malaya for hundreds of years prior to European settlement.

Europeans searching for Trepang found pearl oysters in northern waters off Western Australia in the 1850s. Pearling began in the Torres Strait in 1868 after the South Sea pearl oyster (*Pinctada maxima*) was also discovered there. The beautiful pearl shell was used in the production of buttons, buckles, cutlery handles, jewellery and in the inlay for furniture.

Within a few months of the European discovery of pearl shells an industry was established bringing over a thousand workers from across the Pacific into the Torres Strait. By the mid-1870s more than 100 pearling boats, or luggers, were operating in the waters of the Torres Strait. The pearl rush brought great wealth for industry operators, but also created an oppressive colonial rule that attempted to heavily regulate the lives of the Torres Strait Islander Peoples whose homelands were now occupied by the pearl industry.

In 1868 the first pearl shell station was established on Tutu (Warrior) island, home to approximately 40 Islander families. The pearling industry exploited Islander labour and attacked traditional community organisation and ways of life. Male and female Islanders were forced to work as pearl shell divers and lugger deck hands, with payment for their work frequently being withheld. **Blackbirding** of First Nations Peoples of the Cape York and Torres Strait region increased as the demand for pearl shell increased. With intensive harvesting of the shallows the local shell patches were rapidly depleted. Pearling became more dangerous as the harvesting depths were forced into deeper waters.

blackbirding the practice of kidnapping people from the Pacific Islands to work as forced labour in Australian industries such as pearling and sugar production

SOURCE 3 Working as divers and deckhands on the pearling luggers exploited Torres Strait Islander Peoples, but also made them essential workers in an industry located within their traditional waters and homelands.

The colony of Queensland, recognising the value of the pearling industry, lay claim to the Torres Strait Islands in 1872. Queensland finally **annexed** the Islands in 1879 in the name of the Crown. During the latter half of the nineteenth century the pearling workforce continued to expand by bringing **indentured** workers from the Pacific Islands and Asia. Australia became the world's largest producer of pearl shell. The pearl shell industry, now catering for a mass market, gave an enormous boost to the economy and development of northern Australia.

annex to take, without permission, possession of territory

indenture a form of labour in which a person is contracted to work without wages until a debt is repaid, such as the cost of transportation to the workplace

DID YOU KNOW?

After introducing the White Australia policy in 1901, the new Australian government tried to recruit divers from the British navy to take on the work of pearl diving. The pearling industry relied on the skills and labour of First Nation Peoples, Asian and Pacific Islander workers. The government was forced to make pearling an exception to the White Australia policy as the British recruits found deep water pearl diving too dangerous.

2.11.3 Discrimination and control

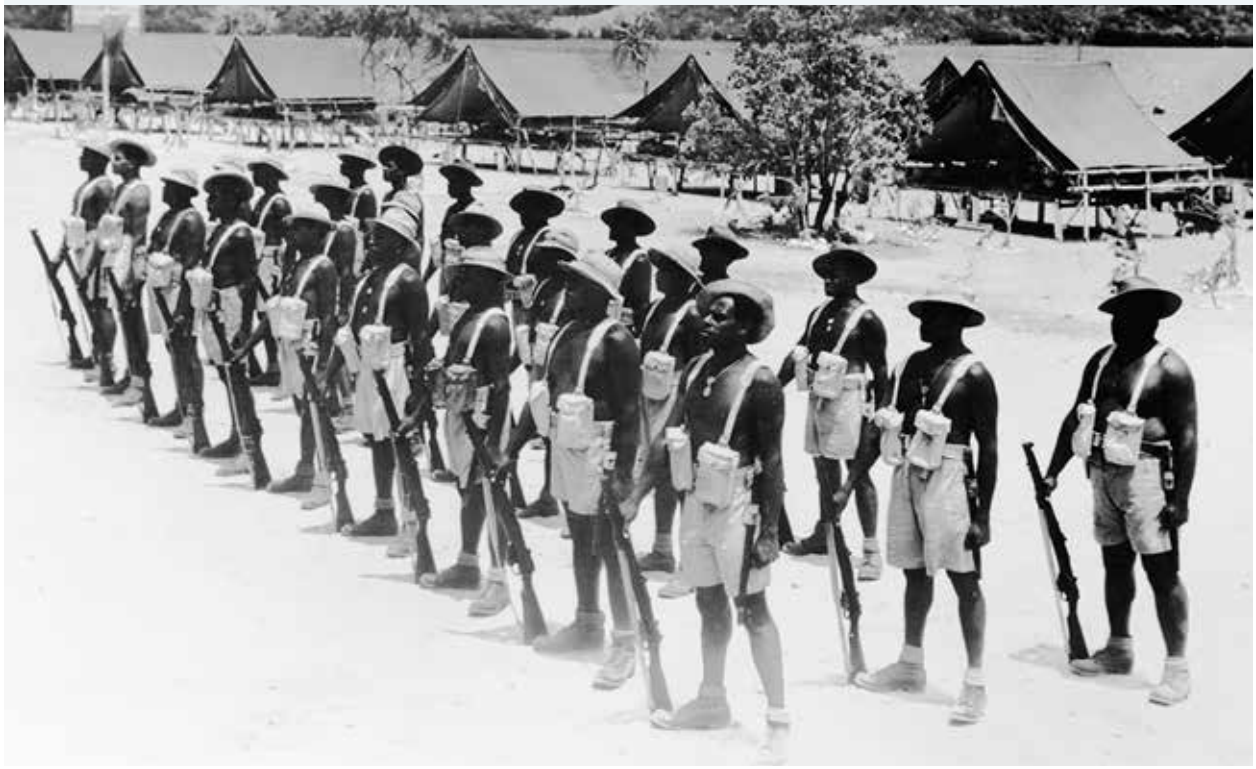
Initially, the Islanders had greater independence under European control than did mainland First Nations Australians. This was mainly because the then Queensland Government Controller, John Douglas, would not allow Torres Strait Islander Peoples to be classified as First Nations Australians under the *Queensland Aborigines Protection Act 1897*.

Douglas exerted his authority *against Queensland government interference*, with minimal disruption. He imposed a European system of Island Councils, responsible for maintaining law and order, essential services and schools. Douglas' death in 1904 made the Islanders more vulnerable to outside control by the Queensland government, placing them 'under the dog Act' as they put it. Soon Islanders' lives were restricted by a curfew and pass system, their wages were controlled by the Protector, they had to ask permission to withdraw money and children were expected to go to government primary schools before either going to work on the boats (for boys) or doing domestic work (for girls).

Islanders also became subject to the same racial discrimination that operated throughout Queensland and the rest of the Australia. Schools, swimming baths, theatres and even dances were racially segregated and Islanders were not allowed to enter hotels.

Frustrated by the loss of ability to run their own affairs, Islanders working on Queensland government-owned boats staged a strike in 1936. It lasted nine months; the outcome was that Island Councils were allowed to have more substantial input into the management of their boats and other affairs.

SOURCE 4 Thursday Island, 1945. A squad of the Torres Strait Light Infantry Battalion train in their company lines, 1945. Many Islanders served in the Australian armed forces during the World War II. They were initially paid only one-third of the wage of the Europeans. They went on strike in 1943 and again in 1944 to demand the end to discrimination. Eventually the government doubled their wages. Over 800 Islanders served in the armed forces.



Source: Australian War Memorial 119169.

Torres Strait Islander Peoples were recognised as a separate people for the the first time in 1939 when the Queensland government passed the *Torres Strait Islanders Act*. However, despite being recognised as a separate group of peoples, Torres Strait Islander Peoples were still subject to oppression, racism, stolen wages and segregation.

2.11 SKILL ACTIVITY: Questioning and researching, Communicating

The experience of dispossession from the land is a story shared by many of the world's First Nations Peoples. The Māori of New Zealand and the Incas of South America also struggled against the impact of colonisation.

1. **Conduct research** to collate a series of images documenting the pre-contact history and lifestyle of three other First Nation civilisations around the world; for example, the Māori of New Zealand or the Incas of South America.
2. Working in small groups, **select** one of the groups you have identified.
3. **Research** the record of dispossession from their traditional lands, and the extent and nature of colonial control.
4. **Consider** the significance of the relationship your chosen people have with the land, and how modern governments have approached issues of land rights for First Nations Peoples. Were the First Nations Peoples able to have any control? Or were the colonisers making all the decisions?
5. **Design** a conference poster publicising land rights.

2.11 Exercise

learnon

2.11 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
2, 3, 6, 8	1, 4, 7	5, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

Find all this and MORE in jacPLUS

Check your understanding

1. **Describe** the main characteristics of the Torres Strait Islands and their peoples.
2. What is celebrated by Torres Strait Islander Peoples as 'The Coming of the Light'?
   - **A.** The first Catholic service performed in the Torres Strait Islands on 1 July 1871
   - **B.** The first Christian service performed in the Torres Strait Islands on 1 July 1871
   - **C.** The arrival of the first British settlers on 1 July 1871
   - **D.** The arrival of the first pearl fisher settlers on 1 July 1871
3. Changes Europeans brought to the Torres Strait Islands include existing religious beliefs changed to incorporate Christianity and the creation of a new, shared language, Torres Strait Creole, 'Ailan Tok'. True or false?
4. Following the death of the **harsh** / **supportive** Queensland Government Controller, John Douglas, in 1904 the controls the Queensland government imposed on Torres Strait Islanders **reduced** / **increased** to include strict **curfews** / **food rules**, pass systems and **control** / **removal** of wages.
5. **Explain** how Torres Strait Islander Peoples negotiated with the government for their own rights, and **identify** the outcomes.

Apply your understanding

Historical perspectives and interpretations

6. **Explain** what the sources in this lesson suggest about the changes the Europeans brought to Islander society.
7. **Consider** whether you think the changes that the Europeans brought to Islander society were positive or negative.
8. **Identify** what the sources in this lesson suggest about Islander responses to change.
9. **Explain** why John Douglas' contribution is important to the history of the Torres Strait Islands.
10. Using **SOURCES 1, 2, 3** and **4** as your evidence, write half a page **explaining** how Islander culture survived despite the massive change that came with European control.

LESSON
2.12 INQUIRY: Protected lives?

LEARNING INTENTION

By the end of this lesson you should be able to identify a range of perspectives on colonial race relations.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Conduct your own inquiry into colonial race relations, the impact of government policies, and laws passed to 'protect' and separate First Nations Australians from the white population.

Collect a further set of written and illustrated primary sources that explore the relationships between First Nations Australians and the Europeans. Analyse your selected sources by asking questions, such as the origin of the source and why it was created.

Step 2: Using historical sources

Look at primary **SOURCES 1** to **4** below to begin thinking about the history of Australian colonisation as presented in this topic. What evidence do the four primary sources provide about the relationship between colonial settlers and First Nations Australians?

SOURCE 1 Bishop Frodsham's description of the role of missionaries in 1906

The Aborigines are disappearing. In the course of a generation or two, at the most, the last Australian blackfellow will have turned his face to warm mother earth … Missionary work then may be only smoothing the pillow of a dying race, but I think if the Lord Jesus came to Australia he would be moved with great compassion for these poor outcasts, living by the wayside, robbed of their land, wounded by the lust and passion of a stronger race, and dying.

Quoted in K. Cole, *A critical Appraisal of Anglican Mission Policy and Practice in Arnhem Land, 1908-1939*, Keith Cole Publications, Bendigo, 1985, p. 181.

SOURCE 2 The surviving forty-seven Palawa incarcerated at Wybalenna, Flinders Island were transferred to a disused convict station at Oyster Cove in 1847. This photograph shows some of the remaining survivors.

on Resources

Digital document Inquiry rubric (doc-39692)

SOURCE 3 Painting by Benjamin Duterrau, 1840. Titled *the Conciliation*, shows George Augustus Robinson on one of his Friendly Missions, accompanied by Truganini, in an attempt to end the Black War with the Palawa People of lutruwita (Tasmania).

Step 3: Historical perspectives and interpretations

For each source, write a couple of sentences on its significance for understanding the race relations during this period. First Nations Australians' perspectives on race relations are often overlooked.

Evaluate your sources as evidence of both perspectives.

Step 4: Communicating

Present your inquiry findings as if to the Aboriginal Protection Board. From the nineteenth century to the middle of the twentieth century the Board controlled the lives and affairs of First Nations Australians.

Work alongside a group of First Nations Peoples of Australia so that their voices are also heard. Provide the Board with a set of recommendations you believe will improve colonial race relations, protect First Nations Australians' rights and develop opportunities for self-determination.

Complete your self-assessment using the **Inquiry rubric** or access the 2.12 exercise set to complete it online.

SOURCE 4 During the nineteenth and twentieth centuries, First Nations Australian girls were stolen from their families and trained to be domestic helpers. Girls such as Biddy, pictured in 1887, were exploited as a source of labour for white families.

Biddy, nursemaid to Mr & Mrs J S Gordon of Brewon Station, with John Gordon, Walgett, NSW, 1887

LESSON
2.13 Why a 'White Australia'?

LEARNING INTENTION

By the end of this lesson you should be able to analyse and interpret sources about the White Australia Policy.

TUNE IN

In exploring the origins and history of the White Australia Policy, we can begin to consider how we have changed as a nation, and how we see our twenty-first century national identity.

SOURCE 1 An anti-Chinese cartoon from the *Boomerang*, 14 July 1888

1. Our colonial past valued egalitarianism, mateship, stoicism and a 'fair go' for all. What do you understand these to mean?
2. How do these values contrast with the image of Australia as depicted in **SOURCE 1**?
3. What does it mean to be Australian now? Despite the diversity of our modern Australian population, can you identify any cultural symbols or stereotypes that connect us as Australians?

2.13.1 Defending Australia — the crimson thread of kinship

Towards the end of the nineteenth century many Australians believed that Australia would benefit from having a population composed of a single race, mainly people of British origin. The idea of 'White Australia' was openly discussed and supported by all political parties. White Australia is one of the most controversial topics in Australian history. Most think of this idea as a shameful and regrettable part of our history.

There are also historians who, looking at the full extent of the historical circumstances, note that it was an expression of a desire to protect workers' wages and conditions and create a society that was united and harmonious, misguided though the policy may have been.

After the gold rush, colonial governments encouraged and assisted a smaller but steady stream of British migrants to come to Australia. This helped to preserve what was referred to as the 'crimson thread of kinship', the close cultural and sentimental ties between Britain and Australia.

SOURCE 2 Edmund Barton speaking in support of sending troops to aid Britain in the Sudan, reported in *The Sydney Morning Herald*, 21 February 1885. Barton was later to be Australia's first prime minister.

… I want to know whether we want to consider ourselves English or not? … If her quarrels are not to be ours, when are our quarrels to be hers? [Cheers.] When the time of trouble comes and we do not stand shoulder to shoulder with our fellow subjects of Great Britain can we expect them to do so for us? … we will rally round the old flag, and we will recollect that the cause of the Empire is our own. [Cheers.]

Defence fears

Most white Australians felt isolated and fearful of invasion. Believing that Australia could rely on the British Navy for protection, they clung to Britain and to the empire. Colonial governments and populations were alarmed when France annexed New Caledonia in 1853. From the 1860s to the 1880s, sensational stories of a possible Russian invasion appeared in the colonial press. Then in 1884 Britain took possession of eastern New Guinea shortly before Germany seized northern New Guinea.

SOURCE 3 *The departure of the Australian contingent for the Sudan*, painted by Arthur Collingridge in 1885. It has been estimated that two-thirds of Sydney's population gathered to farewell the Sudan Contingent. Australians took part in the wars of the British Empire during the Sudan Campaign in North Africa in 1885. When New South Wales sent 734 troops to this conflict, many people saw it as a chance to prove loyalty to Britain. Australian colonial forces were also involved in Britain's wars in South Africa and China at the end of the century.

Source: AWM ART16593.

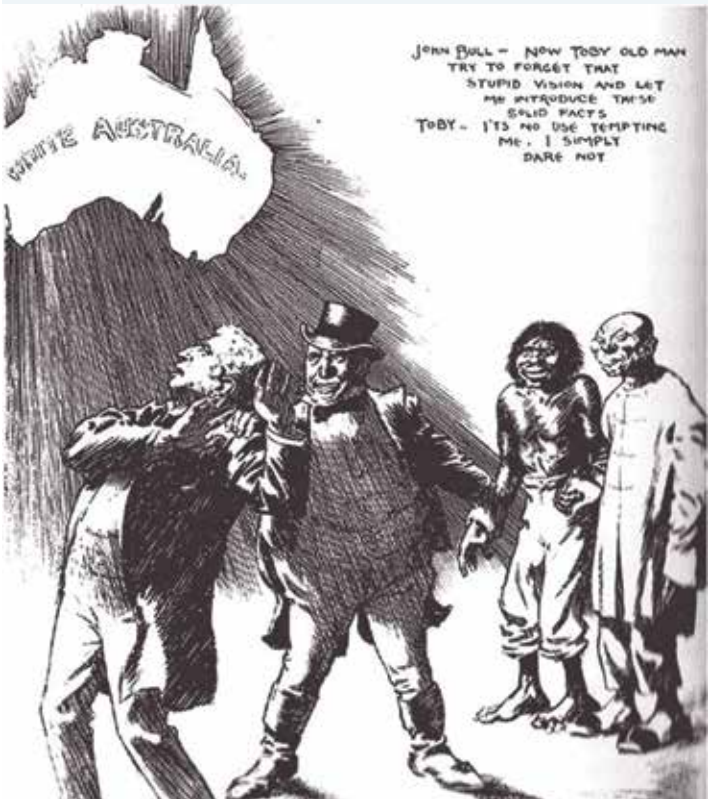
2.13.2 'Purifying' Australia

tlvd-10666

Many Australians thought of Britain as the 'mother country', even though they had never been there. However, this did not mean that they agreed with all of the policies of the Empire. The White Australia Policy brought about conflict with the British government and its multiracial empire. Britain favoured a much freer movement of goods and people, something that was completely opposed to the restrictive racial policies of the Australian states. Increasingly, colonial governments became determined to exclude non-European migrants. In 1888 the colonial leaders united in an appeal to Britain to stop Chinese immigration to Australia.

After Australia federated in 1901, the new federal government was concerned that a racial policy would be disallowed by Britain. It got around Britain's opposition by introducing a 'dictation test' for migrants, making it appear that migrants would be selected on education level rather than race. Migrants who failed to write down 50 words exactly as dictated to them by an official could be refused entry to Australia.

SOURCE 4 'John Bull' pressures the Australian Prime Minister Edmund Barton to accept non-white migrants. 'John Bull' represents England.



SOURCE 5 A group of male and female Pacific Islander farm workers on a sugar plantation at Cairns in 1890 (State Library of Queensland)

Pacific Islanders in Queensland

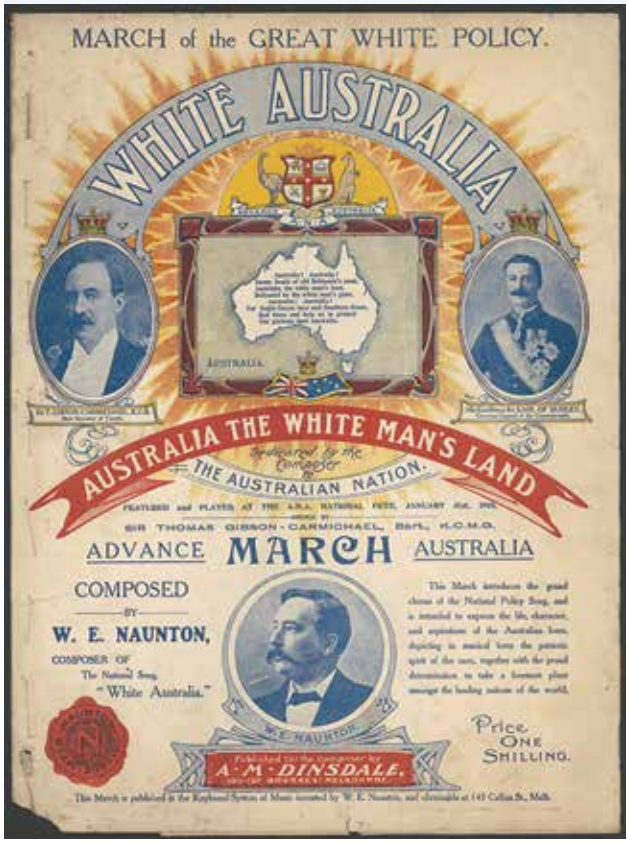
Between 1863 and 1904 about 50 000 Pacific Islanders provided labour on the sugar plantations of northern Australia. In the early years many Pacific Islanders were tricked or kidnapped from their homes, in a process called 'blackbirding', which was strictly illegal and amounted to little more than slavery.

Estimates vary, but about 10 to 15 per cent of Pacific Islanders were captured in this way. Most came from the island of Vanuatu (then called the New Hebrides) or the Solomon Islands, but all were referred to as 'Kanakas'.

As the labour trade became more established, many of the mostly male Pacific Islanders were drawn by the promise of European goods and a freer lifestyle. However, in Queensland they were ruthlessly exploited by plantation owners as cheap labour, and they suffered poor living conditions and an incredibly high death rate from European diseases.

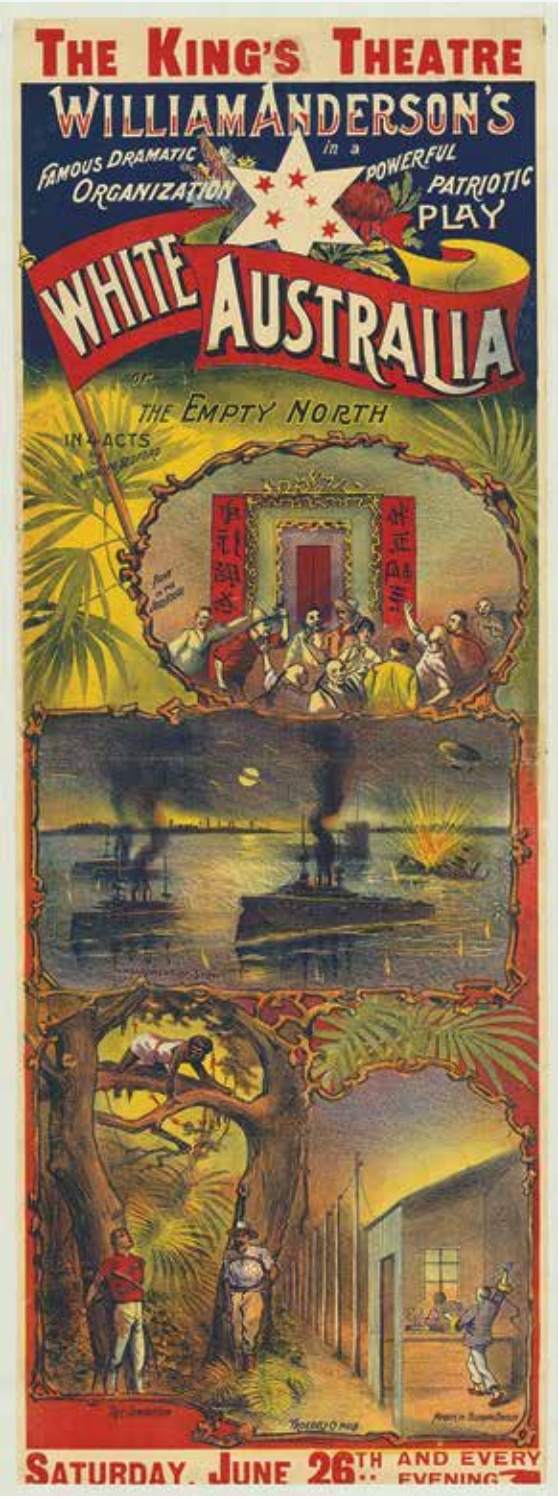
tlvd-10667

SOURCE 6 A poster advertising the playing of a 'National Policy Song'. Some of the words are printed inside the map and include, 'Sunny South of old Britannia's sons, Australia the white man's land, Defended by the white man's guns, Australia! Australia!'



SOURCE 7 Australians were able to support the White Australia Policy by buying goods produced by white workers, such as the pineapples shown here. This gave everyone the chance to support higher wages for white workers.

SOURCE 8 The White Australia Policy was also an expression of fear of Australia's incapacity to defend a vast coastline. This fear was put in dramatic form in the play shown in this advertisement.



After federation, it was the Australian government's desire to return all Pacific Islanders to their homes, though by 1904 many had been in Australia for many years, had Australian-born children and knew little of their homelands. In the end, thousands were deported, though many were allowed to stay on humanitarian grounds. Those who were allowed to remain in Australia were refused the right to work and were treated like second-class citizens. Nevertheless, by 1938 there were 1100 descendants of South Sea Islanders still working in the Queensland sugar industry.

2.13.3 Promoting White Australia

It is hard to believe that such open racism was not only accepted but also promoted in Australian society. This fact begins to make more sense if we look more closely at national and international politics of the time, when many national groups around the world defined themselves by race and similar laws were passed in many other nations. The following sources illustrate some of the thinking at this time and the variety of ways it was expressed.

DISCUSS

What would a nation consisting of one race have looked like in comparison to our own multicultural nation of today? Use the sources in this lesson to develop some ideas, then find out what other countries thought of the White Australia Policy throughout the twentieth century. Share your findings and ideas in a class discussion.

2.13 SKILL ACTIVITY: Using historical sources, Communicating

Cartoons are a valuable source of information for historians because they reflect the attitudes and beliefs of the time. In the late nineteenth and early twentieth centuries the cartoon also attempted to form public opinion. Cartoons were very popular because they communicate powerful ideas using analogy, irony, symbolism and exaggeration. Cartoons appeal to all levels of readers.

To fully analyse and interpret sources you need to have a knowledge of the background history and the significant events occurring at the time. Read through the text to develop your understanding of the background to the White Australia Policy and the *Immigration Restriction Act* of 1901.

1. **Analyse** the **SOURCE 1** and **4** cartoons from this lesson, and record your findings in table form:

Date and publication — historical context	People or figures — size, clothing, appearance, etc.	Objects, symbols	Cartoon text: content, attitudes, perspective
SOURCE 1:			
SOURCE 4:			

2. **Discuss** in pairs what you think the broader historical significance of the two cartoon sources is:
   - What evidence do they provide of late nineteenth- and early twentieth-century Australian attitudes and beliefs?
   - Refer to the lesson sources to identify whose opinion or perspective is *not* represented in the cartoons.
3. **Create** your own political cartoon using analogy, irony, symbolism or exaggeration to present an opinion or perspective not represented in **SOURCE 1** and **4**. Add a caption or dialogue to help you communicate your opinion of the White Australia Policy and the *Immigration Restriction Act* of 1901.

2.13 Exercise

learnon

2.13 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2	3, 4, 5, 9	6, 7, 8, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. The phrase *crimson thread of kinship* refers to the close cultural and sentimental ties between Britain and Australia. It was important because these ties were familiar and because Britain was seen as the defender and protector of Australia. True or false?
2. **Match** each Pacific region with the European power that took control of it in the late nineteenth century.

Germany	Russia	France	Great Britain

New Caledonia	
northern New Guinea	
eastern New Guinea	

3. How did Australians feel about fighting for the British Empire?
   - **A.** It showed loyalty to the British Empire
   - **B.** It showed loyalty to Australia
   - **C.** It showed loyalty to their colony
   - **D.** They felt indifferent
4. **State** what the 'dictation test' was and **explain** why was it introduced.
5. **Describe** the ways that Pacific Islanders were 'recruited' to work in Queensland.

Apply your understanding

Using historical sources

6. Consider **SOURCES 6, 7** and **8**. **Decide** which of these sources expresses a political concern and which are concerned with the economy. **Determine** which sources express a social concern.
7. **Identify** the hopes and fears that are expressed in each of **SOURCES 6, 7** and **8**.
8. Based on the sources in this lesson, **explain** whether you think Australia was an optimistic or pessimistic country in the nineteenth and early twentieth centuries. Refer to at least five sources in your answer.
9. Examine **SOURCES 4, 6, 7** and **8** again. **Evaluate** how reliable these sources are in helping us gain an understanding of Australians' attitudes to other races.

Communicating

10. Was the desire for a White Australia simply a product of blind hatred towards other races, or was it a product of other social issues it attempted to redress? **Elaborate** on your views on this issue.

LESSON
2.14 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

2.14.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

2.2 How do we know about race relations in colonial Australia?

- Colonisers have produced most of the written sources, which means the European perspective of race relations is the one that dominates.
- One of the challenges for historians is to discover the many First Nations Australians' perspectives that might exist but are more difficult to find.
- An alternative is to look again at the records that do exist and try to understand what they suggest about what First Nations Australians might have thought or valued.
- This is still one of the areas of Australian history open to further research and understanding.

2.3 Where and why did the European powers have colonies in the late eighteenth century?

- In eighteenth-century Europe there was a great gap in the living standards and the rights accorded to the different social classes.
- European imperial powers, such as Spain, France and Great Britain, competed for the control of overseas territory and the creation of colonies.
- Britain lost control of her North American colonies when in 1775 the colonists rebelled against paying British taxes and obeying British laws preventing their own territorial expansion.
- In 1770 Lieutenant James Cook declared British possession of land sighted along the east coast of Australia, under the claim of '*terra nullius*'.

2.4 Did convict transportation to Australia create or solve problems?

- The Industrial Revolution had displaced millions of rural workers as it transformed the British economy from one based on agriculture to one based on industry and factory production of goods.
- High levels of unemployment and social problems, caused by the loss of home and community, forced many people into committing crimes that were punished with long prison sentences or death.
- Britain attempted to solve the problem of her overcrowded prisons with transportation to America, West Africa and eventually Australia.
- New South Wales was chosen as a suitable penal colony because it would also provide Britain with a military and imperial presence in the region of the South Pacific.

2.5 Why did the colonists and First Nations Australians come into conflict?

- The First Fleet arrived in 1788, with Governor Phillip intent on taking possession of the east coast of Australia, in the mistaken belief that it was available and free for the taking.
- Phillip planned to give the First Nations Australians the 'gift' of European civilisation, but the newly arrived Europeans were ignorant of First Nations Australians' society, their values and customs.
- Almost immediately there was resistance and conflict; however, it was the impact of European diseases that caused the worst death toll.
- Violent resistance from First Nations Australians was punished severely by troops and police. The frontier became a place of fear and anxiety.

2.6 Who were Australia's First Nations leaders in the fight against colonial control?

- Individual First Nations Australians leaders emerged to defend their Country.
- Pemulwuy and Yagan are two of these celebrated and respected warriors, though there were many more.
- As European settlements grew, resistance was crushed and First Nations Australians' communities faced starvation and dispossession.
- Often what remained of First Nations Australians' communities moved towards the towns to exist on the towns' charity.

2.7 What happened on Australia's colonial frontier?

- Tasmania was the scene of perhaps the most sustained conflict in the 1820s. Leaders of both sides waged war for six years.
- The colonial government drove Palawa Peoples away from settled areas and Palawa Peoples attacked settlers on their isolated homesteads, spearing their stock and robbing their houses.
- Settlers and police hunted Palawa groups before George Augustus Robinson negotiated a peace that involved moving many of the Palawa Peoples to Flinders Island.
- There has been disagreement among historians about the extent of the war and the numbers of casualties on each side.
- As Europeans occupied more and more land, driving their flocks and herds across Australia, they encountered widespread violent resistance from First Nations Australians defending their Country.
- This resistance was usually met with massive reprisal from either police and troops or groups of individual colonists.
- Significant and documented massacres occurred at Waterloo Creek and Myall Creek in New South Wales. Much of the violence was unrecorded.

2.8 Where was Australia Felix?

- In 1835 a group of Tasmanian businessmen, looking to expand their wealth and property, explored the northern area of Port Phillip Bay and founded an illegal settlement.
- One of them, John Batman, negotiated a treaty with some of the leaders of the Kulin nation in exchange for a 'purchase' of land.
- The NSW Governor Richard Bourke declared the treaty invalid and asserted that all land belonged to the Crown.
- Anyone looking to buy land would have to negotiate with the government.
- However, the governor did approve the occupation of Port Phillip, which he named Melbourne. This set off a massive land rush across Australia.
- In 1851, the area became the Colony of Victoria with a population of 77 000 people and more than five million sheep. The enormous number of sheep caused the transformation of the natural environment and the world of the First Nations Australians who lived there.

2.9 What did 'civilisation' mean for the First Nations Australians?

- Colonial governments often attempted to 'protect' First Nations Australians and 'civilise' them.
- Schools, missions and reserves were established, but with little understanding of First Nations Australians, insufficient resources and an attitude of the superiority of British culture, they were often unsuccessful.
- Many younger First Nations Australian males were drawn to the power, status and authority offered by the Native Police Forces.
- Responses to European society varied among First Nations Australians.
- Some willingly entered the European world; some attempted to negotiate with Europeans to ensure the safety and peace for their people.

2.10 Why are there two images of colonial Australia?

- While most people in Australia lived in the major cities, towards the end of the nineteenth century the frontier war between Europeans and First Nations Australians continued in the northern half of Australia.
- The 1880s were possibly the most violent decade, as modern weapons and an acceptance of the violence produced a terrible toll.
- Across the Kimberley, in northern Queensland and in the Northern Territory there were many conflicts.
- Colonial governments attempted to force First Nations Australians onto reserves and began removing children from their families, arguing that First Nations Australians' culture was dying out and that they needed to be taught and live by European ways to secure their future.
- After federation in 1901, First Nations Australians' right to vote was taken away from them during the following two decades.

2.11 How did colonisation impact on the traditions and beliefs of the Peoples of the Torres Strait?

- European society and economy spread across the Torres Strait Islands.
- Soon after a pearl rush in 1870, the London Missionary Society followed, introducing Christianity to the Torres Strait Islanders.
- Christianity was imposed on to Torres Strait Islander Peoples eventually becoming part of every day life.
- After the Queensland government claimed ownership of the islands in 1879, it set out to regulate and control the lives of the Islanders.
- This made them subject to the same discrimination and prejudice that had been imposed on Queensland's First Nations Peoples.

2.12 INQUIRY: Protected lives?

- There are a range of sources that can provide perspectives on colonial race relations.
- First Nations Australians' perspectives on colonial race relations are often overlooked.

2.13 Why a 'White Australia'?

- In the late nineteenth century there was continued discussion of what it meant to be Australian.
- The idea of a 'White Australia' became commonly accepted. It was based on traditional pride in being British, but also on the fear of the rush of migrants from Asia.
- Australians enthusiastically supported Britain in various Empire wars.
- There was also concern about non-European elements of Australian society, particularly the presence of Pacific Islanders in northern Queensland.
- As Australia became a nation at Federation in 1901, one of the priorities became the removal of non-white people from Australian society.

2.14.2 Key terms

annex to take, without permission, possession of territory

blackbirding the practice of kidnapping people from the Pacific Islands to work as forced labour in Australian industries such as pearling and sugar production

convict a person imprisoned for a crime

incontrovertible certain, undeniable

indenture a form of labour in which a person is contracted to work without wages until a debt is repaid, such as the cost of transportation to the workplace

kinship a social system that determines how people relate to each other and the land

pastoral lease land that is leased for the purpose of grazing sheep or cattle

penal colony a settlement for convicts

remuneration monetary pay for services

squatters colonists who leased and occupied large tracts of what had been First Nations Australians' land

terra nullius land belonging to no-one

tucker traditional Australian slang term for food

2.14.3 Reflection

Revisit the inquiry question posed in the Overview:

What happened when a foreign civilisation attempted to colonise a country with a people who had an established society?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11458)
Reflection (ewbk-11460)
Crossword (ewbk-11461)

Interactivity Australia (1750–1918): Colonisation and conflict crossword (int-7639)

2.14 Review exercise

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Multiple choice

1. The First Fleet arrived at Sydney Cove in what year?
   - A. 1770
   - B. 1776
   - C. 1788
   - D. 1801
2. What was the British government's attitude to the ownership of land in Australia in 1788?
   - A. It was owned by the First Nations Australians and ownership had to be negotiated with a treaty.
   - B. No-one owned the land and it was free for the taking.
   - C. It was owned by the Crown of England and ownership had to be negotiated with the government.
   - D. Ownership of the land would be decided through violent conflict.
3. What made the Tasmanian experience of race relations unique in Australia?
   - A. There was a widely recognised war between Europeans and Palawa Peoples.
   - B. Most of Tasmania's Palawa Peoples were moved to Flinders Island.
   - C. Peace was negotiated.
   - D. All of the above.
4. Why is 1835 an important year in Australian history for the colonisers?
   - A. John Batman found the Yarra River.
   - B. John Batman signed an illegal 'treaty' to gain control of Kulin land.
   - C. It was the beginning of widespread European occupation of Australia.
   - D. Thomas Mitchell declared Victoria to be 'Australia Felix'.

5. How did First Nations Australians respond to the European occupation of their lands?
   - **A.** They were curious and eventually grateful for European goods.
   - **B.** They waged wars against the Europeans.
   - **C.** There were many different responses, though resistance was common.
   - **D.** There were many different responses, though acceptance was common.
6. How did colonial governments treat First Nations Peoples of Australia?
   - **A.** They offered them friendship and kindness.
   - **B.** They declared war on them.
   - **C.** They negotiated with them for mutual benefit.
   - **D.** They sought to control, regulate and change their cultures.
7. What caused violence on the Australian frontier?
   - **A.** The two cultures were different.
   - **B.** The British were cruel.
   - **C.** The Europeans were jealous of the Traditional Owners.
   - **D.** There was fear and competition for ownership of the land.
8. Why were the Torres Strait Islander Peoples initially treated differently to First Nations Australians?
   - **A.** They lived on a scattered group of islands north of the mainland.
   - **B.** They embraced Christianity.
   - **C.** They were traditionally land managers and fishermen.
   - **D.** They were considered to be less 'civilised'.
9. Which of these statements is the best explanation of why Australia adopted the White Australia Policy?
   - **A.** The government only wanted English speakers in the country
   - **B.** The government wanted to encourage English immigration
   - **C.** The government wanted to preserve the 'crimson thread of kinship'
   - **D.** The government wanted to protect workers' wages and conditions.
10. Why is the idea of a 'white Australia' important in Australian history?
    - **A.** It is evidence that many Australians thought a person's race was important.
    - **B.** It is evidence that Australians sought to improve their society.
    - **C.** It is evidence of how values and attitudes change over time.
    - **D.** It forces us to think about our own attitudes to race.
    - **E.** All of the above

Short answer

Communicating

11. **Explain** if Australia was really *terra nullius*.
12. **Explain** why the history of the Frontier wars should be taught in schools. **Create** an extended response to this question. Use a range of sources and information from across the entire topic to **justify** your point of view.
13. **Evaluate** the consequences of British colonisation of Australia for First Nations Australians.
14. **Explain** why protectorates were established.
15. **Analyse** why Simon Wonga and William Barak were such important figures in Australia's colonial history.

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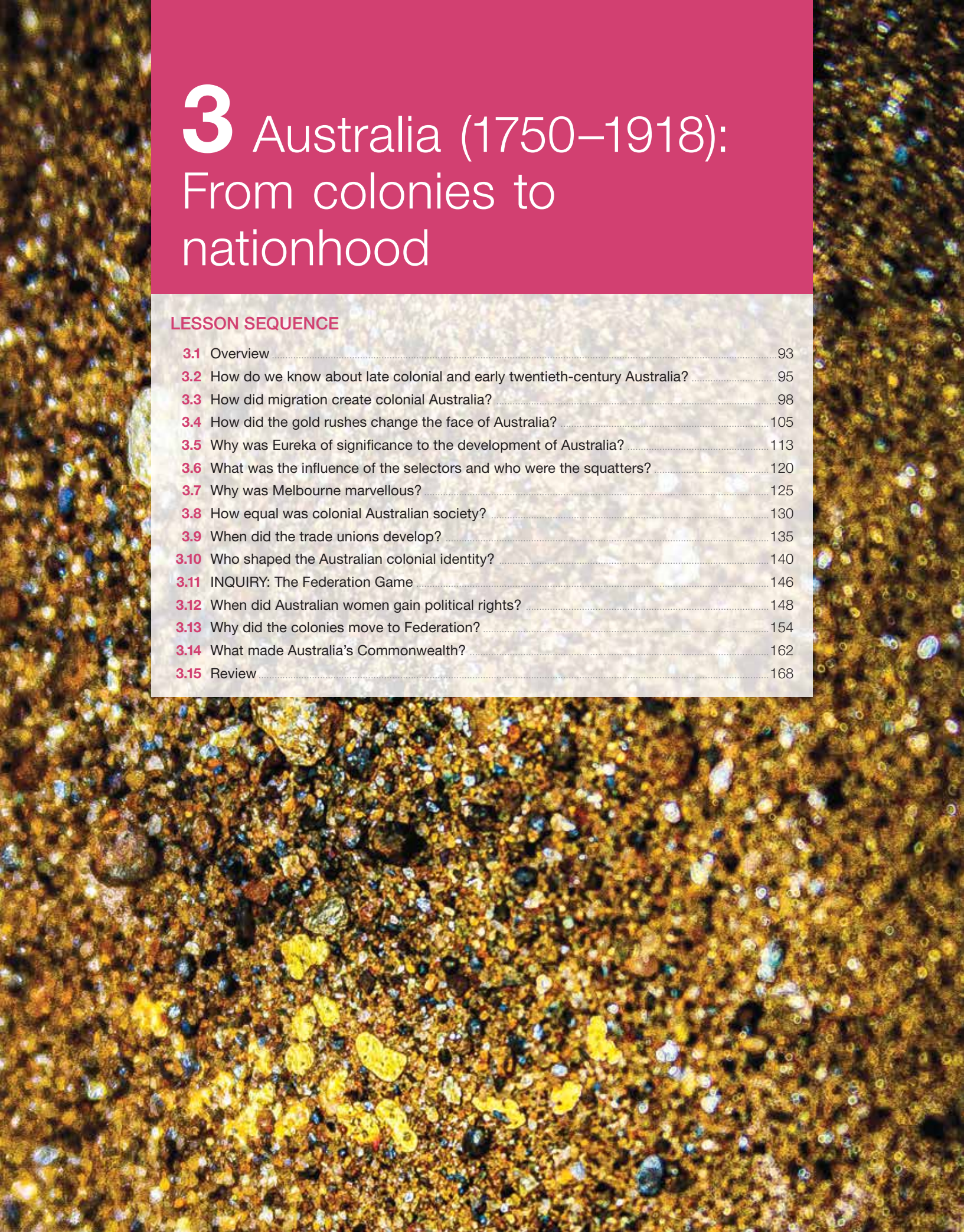

3 Australia (1750–1918): From colonies to nationhood

LESSON SEQUENCE

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LESSON
3.1 Overview

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What significant events, ideas and people shaped Australian society from colonisation to Federation?

3.1.1 Links with our times

On 1 January 1901, six British colonies came together to declare the birth of the Commonwealth of Australia. With this event, known as Federation, Australia's first governor-general, Lord Hopetoun, and first Prime Minister, Edmund Barton, were sworn in as the leaders of our new nation. Australians celebrated this great turning point in our history with street parades, school pageants and fireworks.

SOURCE 1 A family in front of their house at Walloon, near Ipswich in Queensland, in 1885

Australia's first Federal Parliament met in May 1901. The journey from six separate British colonies to Federation had not been an easy one. The late 1880s saw the growth of trade unions and strikes, the intense rivalry of the newly formed political parties, the struggle for social justice and political rights for women, a severe economic recession and high levels of unemployment. Within three years the first parliament had debated and established the foundations of governance for the new nation. These were based on a shared belief in the power of democracy and the national values that emerged from our nineteenth-century colonial experience. The values that shaped our Constitution in 1901 continue to be debated. National values continue to define our identity and what it means to be Australian in our changing world.

Resources

eWorkbook Customisable worksheets for this topic (ewbk-11462)

Video eLesson From colonies to nationhood: Australia (1750–1918) (eles-2396)

int-5634

SOURCE 2 A timeline of Australia, 1851–1913

1851
Gold is discovered in Victoria, sparking one of the world's great gold rushes.

1854
Thirty diggers are killed at the Eureka Stockade.

1856
The principle of 'one man, one vote' is instituted in the parliaments of Victoria, New South Wales and South Australia.

1860–61
The first free selection Acts are passed in Victoria and New South Wales.

1877
An Australian cricket team defeats the English team by 45 runs in the first test match to be played internationally, giving rise to test cricket.

1880
The bushranger Ned Kelly is hanged in Melbourne.

1883
Premiers agree to the setting up of a federal council to work out a federal constitution.

1891
The Federal Convention in Sydney proposes a constitution. Joseph Cook and other Labor members of Parliament are elected in New South Wales.

1890
The Great Strikes of the 1890s begin and continue to 1894.

1892
Gold is discovered at Coolgardie in Western Australia.

1894
South Australia leads the way in granting women's voting rights.

1898
The First Constitution Bill Referendum is held.

1899
Australian colonies send troops to the Boer War.

1901
Commonwealth inauguration marks the birth of the nation.
The Commonwealth Parliament opens in Melbourne and passes the *Immigration Restriction Act 1901*.

1907
The basic wage is established.

1913
The foundation stone of Canberra, the new national capital, is laid.

CE
1850
1860
1870
1880
1890
1900
1910
1920
CE

LESSON
3.2 How do we know about late colonial and early twentieth-century Australia?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the range of primary sources historians use as evidence of the history of Australia's transition from being six separate British colonies to becoming the Commonwealth of Australia.

TUNE IN

A picture is worth a thousand words.

SOURCES 1 and **2** capture scenes from the streets of Melbourne and Kalgoorlie at the very end of the nineteenth century. With the development of photography, these moments in time, and the ordinary people who were the subjects of these photos, were documented. These photos connect us to the past and let us see the faces and places of our history.

SOURCE 1 A protest meeting of alluvial miners in Kalgoorlie, Western Australia, on 12 March 1898

Consider the **SOURCE 1** image of the protest meeting. Analyse the photo by answering the following questions:

1. What is shown in the source photo?
2. When and where did the events photographed take place?
3. What is the 'context', or background, to the events? (Conduct some quick research on the civil unrest in Western Australia at the end of the nineteenth century.)

3.2.1 Sources of information

In this topic we will investigate living and working conditions in Australia in the late nineteenth and early twentieth centuries. We will also explore the ideas, events and conditions that led to the creation of the Australian nation, and the main characteristics of the nation before the outbreak of World War I in 1914.

Official sources

Just before the gold rush of the 1850s, each of the Australian colonies got a responsible government. This meant they had parliaments that were accountable to the electors. From 1901, Australia has had a national parliament, whose official name is the Commonwealth Parliament, along with the six state parliaments that replaced the colonial parliaments. The records of debates held and laws passed in these parliaments tell us a lot about the issues that concerned Australians in that period.

Mass media and personal records

In the late nineteenth and early twentieth centuries there were many more newspapers than there are today, even though we now have a much bigger population. This was because newspapers and magazines were the only form of mass media before the invention of radio, television and the internet. Libraries in Australia hold many issues of these old newspapers, and some of them can now be read online. We can also learn a lot about this age through letters and diaries. Memoirs written by people who lived at that time still exist.

Visual sources

There are many visual sources for this age. Artists have left a valuable record in their paintings and drawings. Cartoons and sketches were widely used in newspapers and magazines. Cartoons, especially, say a lot about popular attitudes and opinions.

This was the first period of history for which we have photographic evidence. The first photographs in Australia were taken in 1841. They were called daguerrotypes. The images were printed on a silvered plate, and only still objects could be photographed because this method of taking pictures needed an exposure time of 20 minutes in full sun. From the 1850s a new method called wet plate photography gradually replaced daguerrotypes. Wet plate photography did not need such long exposure times and enabled copies to be made from the originals. Taking pictures became even simpler with the development of dry plate photography from the late 1870s. Throughout the latter half of the nineteenth century, photographers were capturing images of gold rush scenes, colonial towns, buildings, ships, trains, parades, protest demonstrations, and people at work and play.

SOURCE 2 Soldiers of the Victorian Scottish Regiment No. 22 parading through Melbourne in 1899 on their way to the Boer War in South Africa

3.2 SKILL ACTIVITY: Using historical sources, Communicating

In this lesson we have considered the importance of photography in documenting past people, places and events.

1. Have a group **brainstorm** to compile a list of documentaries, movies or a series that you have viewed that has sparked your interest in the history of colonial and early twentieth-century Australia; for example, *New Gold Mountain, The Furnace, Eureka Stockade, The Secret River.*
2. **Select** one short scene from your chosen film to **analyse**. **Research** the history behind the scene to develop your knowledge of events. **Decide** what is fact, and what is fiction.
3. Show your film clip to the rest of your class and **create** a short oral presentation evaluating your scene. Your oral presentation should:
   - provide a brief background to the historical context of the scene
   - provide an overview of the characters, plot, setting and scene subject matter
   - provide an analysis of the historical value of the scene and what it reveals about the period being studied
   - conclude with a general statement about the value of film in developing an understanding of history.

3.2 Exercise

learnon

3.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6	7, 8

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Check your understanding

1. What is meant by 'responsible government'?
   - **A.** Parliaments are accountable to the electors.
   - **B.** Parliaments are accountable only to allies.
   - **C.** People are accountable to the parliament.
   - **D.** Parliaments have fixed terms.
2. Why are the records of debates and laws passed in parliament useful to historians? **Select** all that apply.
   - **A.** They tell us nothing about the issues that are of concern to a population.
   - **B.** They tell us about issues that were important to people.
   - **C.** They provide information at a particular point in time.
   - **D.** They are interesting to read.
3. What was the mass media of the late nineteenth century?
   - **A.** Television
   - **B.** Newspapers
   - **C.** Telegrams
   - **D.** Letters
4. **State** what cartoons reveal about the past.
5. **Identify** what records dry plate photography has left us.

Apply your understanding

Using historical sources

6. **Identify** what **SOURCE 1** indicates about the miners' protest at Kalgoorlie.
7. **Explain** what **SOURCE 2** suggests about Australians' attitudes to sending troops overseas to fight for the British Empire.
8. With reference to the sources in this lesson, write a paragraph **explaining** the importance of photography to the development of social history as an alternative to political or economic history.

LESSON
3.3 How did migration create colonial Australia?

LEARNING INTENTION

By the end of this lesson you should be able to explain why people migrated from Europe to Australia and describe the impact that free settlement had on the early development of the Australian colonies.

TUNE IN

Leaving your home and your country can be a very daunting experience.

People all around the world are faced with this reality everyday.

1. Look at the couple in the painting, write down what you can see.
2. What words would you use to describe their emotions?
3. Do you think the decision to leave England was an easy one?
4. Can you see what the woman in the painting is holding beneath her blanket? How might this have made the decision to leave easier, and yet possibly more difficult at the same time?
5. What do you think the people in the painting have in common with those individuals immigrating now, despite being separated by nearly two centuries?

SOURCE 1 'The Last of England' by Ford Madox Brown, 1855

3.3.1 Push and pull factors

Convicts were unwilling migrants. They were sent to Australia against their will as punishment for criminal convictions. As the colonies grew, they attracted free settlers — people who made a conscious decision to start a new life in Australia. In the eighteenth century these settlers came mainly from Europe, and they came for a range of different reasons.

The migrants' decisions to travel thousands of kilometres from their homelands in Europe to Australia were based on a variety of factors. There were often good reasons for them to leave home (push factors) and there were reasons to choose Australia as a destination (pull factors). Both these forces tended to operate at the same time.

Europe in the first half of the nineteenth century was an uncertain place. Wars and revolutions had left many people in desperate straits. In Britain, the Industrial Revolution had made life unbearable for some. Unemployment, rising rents and taxes, and grim conditions in factories and in overcrowded cities led many to dream of a better life across the sea. In Scotland, the notorious Highland Clearances had forced many people from their land, leaving them with few options for feeding their families (see **SOURCE 3**). In Ireland in the 1840s, the failure of the potato crop led to widespread starvation and despair.

tlvd-10719

SOURCE 2 'Here and there; or, emigration a remedy', a cartoon from the English magazine *Punch* in 1848

Until 1850 most emigrants from Europe still travelled to the United States or Canada. These countries were more settled and the voyage cost only a fraction of a ticket to Australia. For this reason, those who went to Australia often did so with government help. In order to help the colonies grow, the British government encouraged 'assisted migration' to Australia by people whose skills would be useful in the new colonies. Services such as carpentry and masonry were important to help build the towns and cities. However, assisted migrants would have no say about their place or type of employment. They had to go where they were told. 'Unassisted migrants', who paid their own way, made up about one-third of migrants to Australia in the first half of the nineteenth century. Some of them were tradespeople who were keen to establish a business in one of the new towns. Others were from wealthy families who believed their money would go further in Australia than in Britain. Many were encouraged by the promise of government land grants and convict labour.

The level of government assistance for migration followed economic cycles. For example, during the 1830s the government decided to sell land rather than give it away to migrants free of charge. The money earned by the government was used to help fund further migration. In contrast, 1841 was a depression year for New South Wales. The price of wool had fallen and unemployment rose. Migrants were not encouraged in the 1840s. In the 1850s, however, the gold rushes resulted in massive immigration. Another depression in the 1890s brought immigration to an abrupt halt.

SOURCE 3 This painting from 1865 depicts the expulsion of a family during the Highland Clearances in Scotland.

3.3.2 The voyage

For migrants travelling from England to Australia, the voyage was faster, if only slightly more comfortable, than those of the convicts. Those who could afford it paid for a private cabin, but 90 per cent of migrants had to endure steerage class. This was the cheapest passenger accommodation, typically at the stern of the ship. It was usually confined, foul-smelling and crowded, offering no privacy. Meals were simple, based around oatmeal, rice and the occasional meat stew, but migrants had to supply their own plates and cutlery. The tedious voyage could take up to four and a half months — plenty of time for migrants to wonder whether they had made the right decision!

Although steerage lacked privacy and comfort, it did create a new sense of belonging for many migrants. With nothing but time on their hands, people from many different backgrounds mingled (see **SOURCE 4**). A blacksmith from Liverpool might find himself talking to a businessman from Edinburgh or a small farmer from Kent. For many migrants this was the first time they had travelled more than a few miles from their own village. Of course, the absence of privacy in the long weeks at sea could also leave tempers frayed, and tensions sometimes boiled over.

Safe arrival in Australia did not mean the end of the migrants' worries. If they did not have jobs organised before leaving England they would have to find work, which was more of a challenge if they had arrived with their families. Employers did not want to support children who did not work. As the coastal towns grew and became crowded, migrants were sent inland to work on farms. Others moved from place to place in search of work. The Henty family, for example, emigrated to Australia in 1829 to breed sheep. They arrived first at the Swan River colony, now Perth. Finding the land poor they decided to try Van Diemen's Land, but they missed out on free land grants that the government was offering there, so they moved again to the south coast of the Port Phillip District and established a settlement at Portland. In doing so, they became the first permanent European settlers in what would become the state of Victoria in 1851.

SOURCE 4 *Emigrants at dinner*, a scene from a migrant ship of the nineteenth century

aud-0475

SOURCE 5 From a letter written by James Henty, quoted in R. Broome, *The Colonial Experience*, 2009

I have almost come to the conclusion that New South Wales will do more for our family than England ever will. What can we do with ten thousand pounds among all of us? It would be idle to suppose we can live many years longer on less than two hundred pounds a year, unless indeed we chose to descend many steps in the scale of Society, having at the same time an opportunity of doing as well and perhaps considerably better in New South Wales, under British Dominion and a fine climate. Immediately we get there we shall be placed in the first Rank in Society, a circumstance which must not be overlooked.

3.3.3 Caroline Chisholm — the emigrant's friend

Between 1830 and 1850 over 200 000 people emigrated to Australia under government emigration schemes. Workers were needed in rural areas of New South Wales; however, the government had no organisation in place to assist the thousands of immigrants who remained in Sydney because they lacked the support to find suitable employment.

In 1838, Captain Archibald Chisholm and his wife Caroline arrived in Sydney for a two-year stay. Caroline Chisholm became aware of the difficulties facing new arrivals to the colony, and was particularly concerned about the vulnerable position of young women arriving without any money, friends, family or employment. Mrs Chisholm became a familiar figure on the docks as she met immigrants, offering shelter for those who had no support in the colony. In January 1841 she appealed to Governor Gipps and the owners of the newspaper the *Sydney Herald* for assistance in establishing a girls' home in Sydney. She was given the use of old barracks for the Female Immigrants' Home. The following year she rented cottages in Maitland, New South Wales, as a hostel for homeless immigrants looking for work in the Hunter region. She located suitable and safe rural employment for unaccompanied women and then escorted them to their new homes.

Caroline Chisholm stayed in Australia for seven years, during which time she provided homes and found employment for over 11 000 people. She saw that destitution and desertion was the plight of many colonial women, and was aware that colonial Australia could be a very hostile place. Caroline Chisholm transformed conditions for new arrivals to the colony by fighting against the indifference of colonial officials, and for the rights of the poor and the vulnerable.

3.3.4 Tyranny of distance

With family members so far away, those back in England looked forward to any news of how their loved ones were faring in the Australian colonies. Unlike today's world in which emails from around the globe are received almost instantly, letters took months to reach the other side of the world. To send a letter and receive a reply could take a whole year.

During the mid-eighteenth century a range of different British publications encouraged, or at times discouraged, migration to Australia. Books promoted emigration, highlighting the potential of the colonies as a migrant destination. Despite periodic negative news of economic depression and the shadow of transportation hanging over the colonies, many in England saw the colonies as sources of opportunity, wealth and power. A less-than-perfect image of the country would certainly not dissuade many of those with family already in Australia from wanting to make the journey themselves.

The vast majority of migrants who came to Australia in the 1800s were from the British Isles. They brought with them what historian Richard Broome calls their 'cultural baggage', including ideas about society, religion, class and gender. As a result, British institutions and clubs were firmly established in colonial Australia. At the same time, this cultural heritage was being influenced and reshaped by the new world. That new world was being populated more and more by people born in Australia, rather than those born overseas and, while they still considered themselves British, many increasingly associated themselves with the land in which they were born.

SOURCE 6 George Baxter's painting from the mid-nineteenth century *News from Australia* depicts a family in England receiving news from a loved one in the colonies.

3.3 SKILL ACTIVITY: Historical perspectives and interpretations

Push and pull factors both played a role in causing people to migrate to Australia. Your task is to **investigate** some of those factors in more detail.

1. **Organise** the following quotes into two groups: 'push factors' and 'pull factors'.
   - **a.** Conditions in Ireland:
     People were ragged to a degree of wretchedness not seen in any other country.
   - **b.** Conditions in England:
     They never had anything but bread to eat and water to wash it down.
   - **c.** Conditions in Scotland:
     The potatoes had become, as I have shown, the staple food of the Highlander; and ... in 1846 the potato-blight came on, the people were … deprived of their food.
   - **d.** W.A. Brodribb
     There was nothing so interesting or exciting, as travelling through an unexplored country.
   - **e.** Thomas Mitchell
     The land is short, open and available for all the purposes of civilised man.
     Where hundreds of acres of the finest soil in the world may be obtained for nothing, without paying any taxes.
   - **f.** Bourke, Twofold Bay Proposal, 1834
     The excellence of the pastures ... has induced the graziers to resort to it; and much of the fine wool.
2. **Compare** those factors with others you can **identify** from the sources in this lesson. What themes can you **identify**? Organise some quotes and evidence by themes such as 'hope', 'opportunity' and 'fear'.
3. **Discuss** which factor you think had the stronger influence, push factors or pull factors, and write a response using quotes from the sources you have used.

SOURCE 7 David Davies 'From a Distant Land', 1889

3.3 Exercise

learnon

3.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 6, 8, 9	4, 7, 10

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Check your understanding

1. Who were the free settlers?
   - **A.** Emancipated convicts
   - **B.** British soldiers sent to garrison the penal settlement
   - **C.** Officials sent from Britain to manage the colony
   - **D.** People who chose to settle in Australia
2. **Identify** the two reasons (pull factors) why, up until 1850, most emigrants from Europe travelled to the United States or Canada rather than Australia.
   - **A.** The voyage was cheaper
   - **B.** The countries were less settled
   - **C.** The countries were more settled
   - **D.** The voyage was safer
3. **Identify** the meaning of 'cultural baggage'.
   - **A.** The idea that someone holds about religion, class, society, and so on, which they bring from their country of origin.
   - **B.** The goods and chattels that a migrant takes to a new country
   - **C.** The new ideas about religion, class, society and so on, that someone acquires in the new country
   - **D.** The baggage that a migrant leaves behind
4. Write an epitaph (short tribute) describing the contribution of Caroline Chisholm to colonial Australia.
5. **Define** 'push factors' and 'pull factors' and include a unique example of each.

Apply your understanding

Communicating

6. What sort of people did the British government encourage to migrate? **Propose** why this was the case.
7. **Outline** why the level of government assistance for migrants varied throughout the nineteenth century.
8. **Match** the advantages and disadvantages of assisted migration over unassisted migration.

Advantages of assisted migration: journey	Migrants had no choice of location.
Advantages of assisted migration: work	There was no guarantee of obtaining it.
Disadvantages of assisted migration: work	It was paid for either partly or fully by the government.
Advantages of unassisted migration: work	There was no guarantee of obtaining it.
Disadvantages of unassisted migration: journey	It was arranged before departure.
Disadvantages of unassisted migration: work	It was expensive.

9. **Identify** how long it might have taken to receive a reply to a letter in the Australian colonies.

Using historical sources

10. **Examine SOURCE 2. Evaluate** its reliability as a historical source.

LESSON
3.4 How did the gold rushes change the face of Australia?

LEARNING INTENTION

By the end of this lesson you should be able to explain how and why the discovery of gold changed the Australian colonies.

TUNE IN

'People are flocking in from all countries now, and there is not accommodation for a tenth of them.' This was Victoria in 1852, not long after the discovery of gold in the colony.

SOURCE 1 *Flemington, Melbourne,* by S.E. Brees, painted around 1856. Long columns of Chinese men travelling to the goldfields aroused fear and hostility among European miners.

1. What is the big change that is happening in Victoria? What are the consequences of that change?
2. What challenges can you identify in **SOURCE 1** that might lie ahead for the colony?

3.4.1 The beginnings of a rush

In 1851 English gold prospector Edward Hargraves returned to Australia after searching for gold in the United States. He noticed that in parts of Australia the land was similar to areas where gold was discovered in California, and he was convinced that gold could be found in those areas too. That same year he was proved right. His discovery marked a turning point in Australia's history.

Hargraves discovered gold in New South Wales in April 1851, but because news then took some months to travel overseas, for the first year or so the diggings were worked exclusively by local diggers or those from other Australian colonies. As news of the discovery spread around the colonies, people seemed to go

crazy with excitement. In an attempt to stem the flow of people rushing to New South Wales, the Victorian government offered a reward for the discovery of gold close to Melbourne. Within a few months, the reward was claimed and the hysteria only grew. Husbands left their families, shepherds their flocks. Ships were stranded in port when their crews deserted en masse for the diggings. Teachers, labourers, lawyers, even government officials and policemen, made a dash for the goldfields.

From the start, the early goldfields were characterised by a sense of **egalitarianism**. The class system that dominated England had no place there. It was clear from the beginning that, on the goldfields, luck played a more important role than money or social position. Everyone had an equal chance of success if they worked hard. This levelling effect challenged the traditional social structure from which the diggers had sprung. Some people were alarmed, fearing social collapse, with the lower classes challenging the traditional hierarchy. Many historians trace the Australian idea of the 'fair go' back to the goldfields. In **SOURCE 2**, a miner from Poland, Seweryn Korzelinski, describes the multicultural scene.

egalitarianism equality of all people

aud-0476

SOURCE 2 Polish miner Seweryn Korzelinski describes the egalitarianism on the goldfields.

This society comprises men from all parts of the world, all countries and religions — all mixed into one society, all dressed similarly, all forced to forget their previous habits, learnings, customs, manners and occupations. Their outward appearance does not signify their previous importance, worth or mental attainments. A colonel pulls up the earth for a sailor, a lawyer wields not a pen but a spade; a priest lends a match to a Negro's pipe; a doctor rests on the same heap of earth with a Chinaman; a man of letters carries a bag of earth. Many a one would not, a short while before, bother to look at a fellow with whom he now works. Here we are all joined by a common designation: digger. Only various shades of skin colour and speech denote nationality and origin, but it is impossible to guess previous station in life or background.

Yet while the diggers may have abandoned some of their customs and cultures, their prejudices often remained. **SOURCE 3** describes what happened when Korzelinski inquired about a fellow digger's test mineshaft.

aud-0477

SOURCE 3 Korzelinski describes an encounter with an English miner.

The report I received was very encouraging so I went on digging. During a break a compatriot of mine passing by stopped for a chat. My English neighbour was listening in and came up to me later asking in what language I was conversing. 'My native Polish' I replied. My neighbour explained with a great deal of embarrassment that his test hadn't shown any trace of gold and that he had misled me because he thought I was a German.

3.4.2 Word spreads

Soon after news of the gold rushes reached England in January 1852, the towns of Ballarat and Bendigo became better known than Melbourne or Adelaide. A new rush of migration followed as Britons of all classes decided to try their luck. The result was a population explosion in Australia that the colonies were unable to cope with. In the two years following the discovery of gold, more people arrived in Australia than all the convicts who had been transported in the previous 64 years. In just one week of October 1852, nearly 8000 people arrived in Melbourne. In four months during 1853, at a time when the population of the city was only 23 000, 50 000 migrants landed at Melbourne's docks.

SOURCE 4 Population growth of New South Wales and Victoria throughout the gold rush period

Year	New South Wales	Victoria
1840	110 000	10 291
1850	189 341	76 162
1860	348 546	538 234

Source: From R. Broome, *The Colonial Experience,* 2009

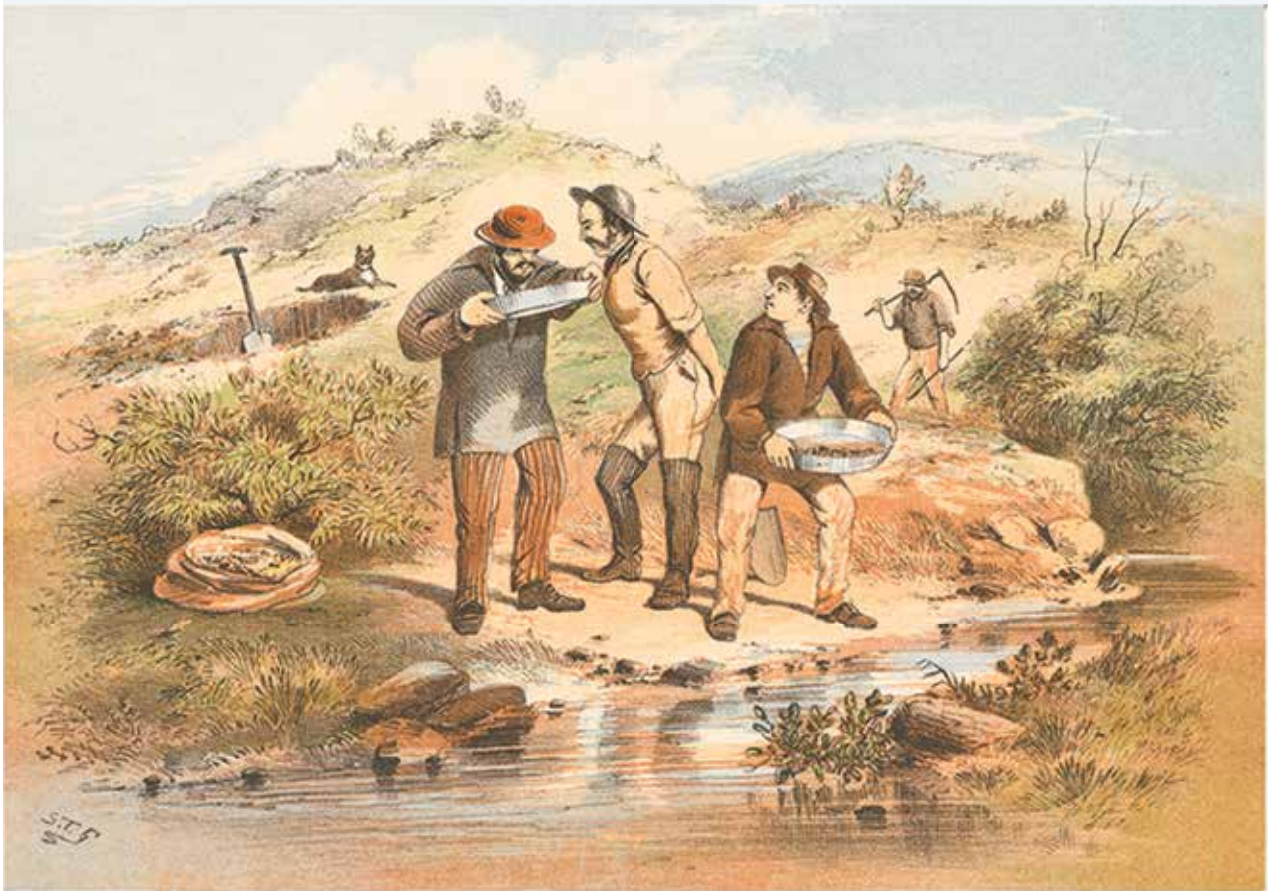
Melbourne was unable to absorb the sea of new arrivals and a massive city of tents called 'Canvastown' was set up on the banks of the Yarra River to try to accommodate them. It was a smelly, dirty place where outbreaks of disease were common. The extracts in **SOURCE 5** give an impression of Melbourne during the height of the migration rush. As more people arrived in Victoria, the crime rate increased, a problem made worse by the fact that 80 per cent of Melbourne's police had themselves taken off to the goldfields.

aud-0478

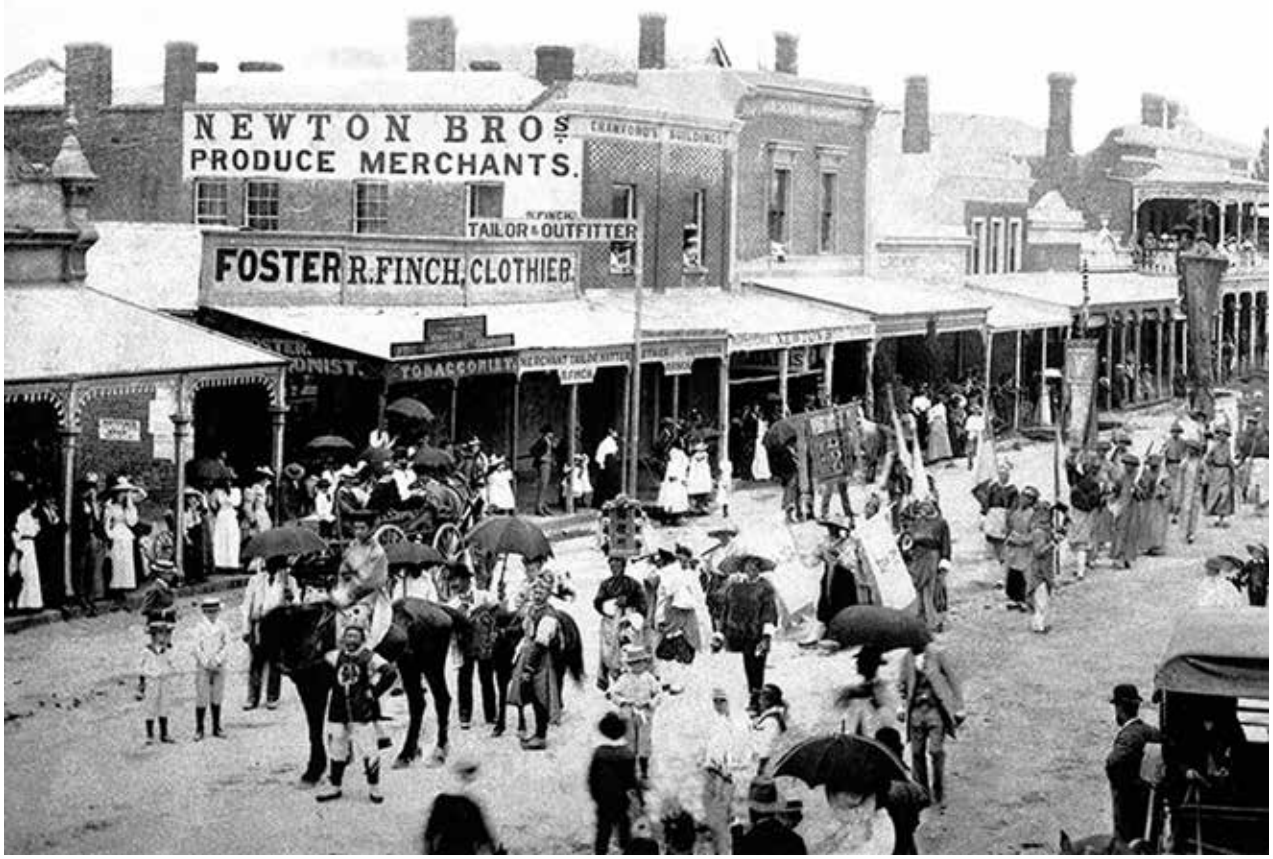
SOURCE 5 Two extracts from letters written to newspapers in 1852

Extract A	Extract B
One of the most striking peculiarities here to a new arrival is the immense encampments that surround Melbourne. The vast number of tents that stud the open ground in every direction conveys a clear idea of that enormous emigration to Victoria, which requires the erection of canvas suburbs, where the hordes of adventurers may find a temporary shelter on landing, … before starting to the great storehouses of Mount Alexander and Ballarat.	People are flocking in from all countries now, and there is not accommodation for a tenth of them. Some have to sleep in sheds who never knew anything but a feather-bed in England. We have had very heavy rains lately; several people have been drowned on their way to and from the diggings in attempting to swim the creeks, as the Government does not think of putting any bridges where required; indeed, the people are beginning to murmur against the abominable way in which our government is carried out.

SOURCE 6 *Prospecting,* sketched by S.T. Gill (England 1818–Australia 1880) in 1839, lithograph, printed in colour, from multiple stones, from *The Australian Sketchbook*, Melbourne: Hamel & Ferguson, 1865.



SOURCE 7 Chinese migrants in Beechworth, Victoria, during the gold rushes



3.4.3 The Chinese in Australia

Mak Sai Ying (also known as John Shying), who arrived in Australia in 1818, was the first recorded Chinese immigrant to Australia. After a decade of farming, Ying was listed as the publican of The Lion, a hotel in Parramatta, possibly signifying his social and economic success. Material advancement was a powerful motive for most migrants to Australia and this is also true for the Chinese. However, immigration from China was very limited in the first half of the nineteenth century. The labour shortage in Victoria in the 1840s brought 1700 convicts but it also encouraged squatters to engage small bands of Chinese workers as shepherds on four-year contracts. Paid only half the wages of local shepherds, the Chinese were initially welcomed into Victoria. However, once gold was discovered in 1851 and large numbers of Chinese appeared on the goldfields, in direct competition with Europeans, prejudice and discrimination became common.

The Victorian gold rushes produced a second transformation of the society that had been established at Port Phillip in 1835. More than 60 000 First Nations Australians had been displaced by a prosperous pastoral economy of 77 000 Europeans and over 6 million sheep by 1851. Only 10 years later, the population was a staggering 540 000, Melbourne was a large and renowned city surrounded by other successful inland towns, and people had come from around the world to find their fortune. Many of these people came from China.

Like most other miners, the Chinese came for material wealth and security. Ninety per cent of the Chinese came from the Guangdong province in southern China, an area that had experienced war, rising rents and land shortages; so, like the European migrants, there were many who had much to gain from making a living in Victoria.

Although miners came from around the world, the Chinese were a distinctive national group; different in language, religion, culture, dress and appearance. They also travelled together in large groups and were virtually all male. The Chinese were also very determined men who worked hard and were set on returning to China with their wealth. All these factors were used as excuses for hatred and discrimination by some of the Europeans, though it was possibly the Melbourne newspapers and their articles about 'an invasion from China' that stirred a lot of the hostility. There were other complaints against them: many Chinese worked on Sundays, some smoked opium (which was legal at the time but morally frowned upon) and gambling was popular. They seemed to be a strange and threatening presence.

aud-0479

SOURCE 8 Lum Khen Yang in 'The Wesleyan Chronicle, 1 Feb 1859' quoted in *Colonial casualties: Chinese in early Victoria*

Our money and property were plundered, we had not the means of purchasing a morsel to put into our mouths and there appeared no way by which we could extricate ourselves from poverty … We happily heard intelligence regarding a new gold-field in an English colony. We were told that men from all parts of the world were congregated there … that the people were peaceably disposed, and that the country abounded in everything. The idea of going to such a country was delightful … I then made an effort to get as much money as would pay my passage to this productive country.

aud-0480

SOURCE 9 The description of the Chinese miners by the Polish digger Seweryn Korzelinski

Small in stature, with small eyes and long plaits of hair, made even longer by a piece of string with a tassel tied at the end of it. They are very funny to watch when they walk overland, for they usually travel in large groups of a hundred or so, one behind the other in a long line like wild geese. They don't walk normally but take short steps and appear to be running very slowly. Each one carries a long pole over his shoulder with baskets of victuals hanging at both ends.

3.4.4 Conflict on the goldfields

Alarmed at the increasing numbers of Chinese migrants, the Victorian government passed the first of a number of racial discrimination laws in 1855, imposing an extra tax on every Chinese person landing in Victoria. Undeterred, ships began landing at Robe in South Australia. Long streams of Chinese miners then trekked from South Australia to the goldfields in Victoria. Conflicts soon arose as European miners drove Chinese miners from productive claims and the Chinese fought back. The government stepped in to organise Chinese Protectorates (similar to the Aboriginal Protectorates), with separate living areas, elected representatives, interpreters and access to legal rights. There was a great deal of official prejudice expressed against the Chinese.

DID YOU KNOW?

The worst anti-Chinese riots were at Buckland River in Victoria, in 1857, and in 1861 at Lambing Flat, the site of the present-day town of Young in New South Wales. In 1881 New South Wales and Victoria passed laws stating that any ship coming to Australia could carry only one Chinese passenger for every 100 tons of cargo.

SOURCE 10 The description of the Chinese immigrants by the *Report of the Victorian Goldfields Commission of Enquiry*, 1855

Their generally filthy habits are repulsive to the Christian population. The question of … such large numbers of a pagan and inferior race is a very serious one.

Three years later John Fawkner, one of the founders of Melbourne, demanded that the government act to stop 'the Gold Fields of Australia Felix from becoming the property of the Emperor of China' and that they represented 'great social evils, immorality and crime … bringing about results highly detrimental to the habits of the rising generation'.

Some groups of miners went beyond words. As the numbers of Chinese swelled to over 25 000 by 1857, a serious anti-Chinese riot erupted at Buckland River, when 30 to 40 miners pushed the Chinese from their claims, robbed them and then burned their tents. Four Chinese miners drowned in the freezing Buckland River. A similar riot occurred in New South Wales at Lambing Flat, near the town of Young, in 1861.

SOURCE 11 The Roll Up banner around which a mob of about 1000 men rallied and attacked Chinese miners at Lambing Flat in June 1861. The banner is now on display in the museum at Young.

SOURCE 12 From *The Sydney Morning Herald*, 20 July 1861

… the crowd of rioters took the road to Lambing Flat … every Chinese resident in the township on whom hands could be laid was attacked and maltreated … Unarmed, defenceless, and unresisting Chinese were struck down in the most brutal manner by bludgeons … and by pick handles … every article of property they had endeavoured to take with them was plundered.

3.4.5 Contested history

There are many aspects of studying history that lead to debate and argument. You need to be aware that sources and accounts all present particular perspectives that need to be interrogated by looking at other sources. This is also true in this topic. In many history books the riots, resentment and hostility directed towards the Chinese has created an image of Chinese passivity and helplessness. This may not be the case. The following sources suggest that many Chinese immigrants, in spite of the conditions under which they lived and worked, went on to become successful members of the community.

aud-0481

SOURCE 13 The website www.egold.net.au emphasises the diverse experiences of Chinese people and their contribution to Victoria.

The Chinese, who at one stage during the late 1850s accounted for one in ten Victorians, settled in the key goldfields centres of Bendigo, Ballarat and Castlemaine. They brought with them their distinctive way of life and specialised mining techniques. Some encountered hostility and racist attitudes but as a group the Chinese were renowned for their industry.

Although best known for their role in the goldmining industry, they were involved in many other pursuits on the goldfields. Many worked as herbalists, merchants and restaurateurs. Others played an important role in the development of the region by working as market gardeners and continued to do so well into the twentieth century.

Lee Heng Jacjung was one individual who made a life for himself in Victoria. He arrived in Australia from California and settled on the Fryers Creek diggings, where he acted as an official interpreter. He married and settled near Mount Alexander, and became a valued member of his community. Similarly, James Acoy was an interpreter and prominent businessman in Castlemaine, which had one of the biggest goldfield Chinese communities. In 1855 he married a 17-year-old German girl and built a house in Castlemaine; together the couple had 10 children. While imprisoned for corruption in 1869, he had many supporters across the community who believed his conviction was unjust.

aud-0482

SOURCE 14 From R.W. Dale, *Impressions of Australia*, published in 1889

… the **virtues** of the Chinaman, rather than his **vices**, provoke the popular resentment against him. His … industry, his patience, his powers of endurance … make him a very formidable person.

aud-0483

SOURCE 15 The Chinese also conducted a sustained series of protests and petitions against unfair taxation from 1855 to 1861, in some cases winning concessions from the government. The following appeared in Natives of China residing in Victoria petition, 4 August 1857; Chinese Resident in Castlemaine petition, 18 August 1857.

Nearly all of us left our native land at the solicitation of Europeans, to seek abroad that prosperity which we could not find at home, on the assurance that we should receive the protection of your laws so long as we remained obedient to them; and that we should be governed in that spirit of equity which we have been accustomed to associate with the English name; but that, since our arrival, we have been subjected to a series of insults and oppressions from the ignorant, the cruel, and the malicious, though we are not conscious of having merited such injustice … Every nation is allowed to come into this colony – why not the Chinese? At first the government was very good to our petitioners but now it is going to be different.

3.4 SKILL ACTIVITY: Communicating

Is change always a good thing? Were there negative impacts of the gold rushes?

1. Divide a page into two columns, one labelled 'positive change' and the other 'negative change'.
2. **Consider** the following factors: population, wealth, infrastructure (buildings, roads, etc.), law and order, and demographics. For each factor, add something into each column; in other words, find both a positive and a negative outcome of the change that occurred for each factor.
3. Organise your findings into an infographic or spider diagram to clearly express your answer to the question 'Did the gold rushes result in more positive or negative changes?'. Your presentation should reference sources from this lesson, as well as any other research you undertake so your conclusions can be effectively supported.

3.4 Exercise

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3.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	5, 6, 7	8, 9, 10

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Check your understanding

1. **Identify** why goldfields were initially only populated by local diggers.
   - A. Because the local diggers kept it a secret
   - B. Because it took a long time for news of the discovery to spread
   - C. Because the government made it illegal to tell anyone
   - D. Because the government was worried about potential rioting
2. **Select** what proportion of Melbourne's police left for the goldfields in the early years of the gold rushes.
   - A. 18 per cent
   - B. 75 per cent
   - C. 50 per cent
   - D. 80 per cent
3. Why did some Chinese migrants disembark at Adelaide and walk from there to the goldfields?
   - A. Because they were not sure where the goldfields were situated
   - B. Because of the ten-pound arrival tax that was to be paid by Chinese disembarking in South Australia
   - C. Because of the ten-pound arrival tax that was to be paid by Chinese disembarking in Victoria
   - D. Because of their fear of bushrangers
4. **Explain** why Chinese prospectors were the target of racial abuse.
5. **Identify** why Europeans on the goldfields often resented the Chinese diggers.

Apply your understanding

Using historical sources

6. **Examine SOURCE 13. Identify** four occupations of Chinese people other than gold mining.
7. **Examine SOURCE 2**. Using quotes from the extract, **describe** the sense of egalitarianism on the goldfields.
8. **Determine** to what extent the image in **SOURCE 6** supports the idea of the goldfields as egalitarian.
9. **Examine** all the sources in this lesson. **Create** two lists of evidence, one identifying poor relations between European and Chinese miners and one identifying mutual acceptance. Which list is stronger? **Explain** and **justify** your answer.
10. **Summarise** the opinions being expressed in the two extracts in **SOURCE 5**.

LESSON
3.5 Why was Eureka of significance to the development of Australia?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of the gold rush from a range of perspectives, and describe the transformation of the colonial convict settlement of Australia into a land of opportunity and challenge.

TUNE IN

Imagine you have just won the lottery! What would you do with the money and how would it change your life?

Now look at the **SOURCE 1** image of quiet, provincial Melbourne town in 1840. Have a talk to the two men in the bottom left-hand corner of the painting. Suggest how their 1840 view of Melbourne from the banks of the Yarra will change after 1851 and the discovery of gold. Point out to them how much their whole community will be transformed with this sudden wealth, and the benefits and challenges the change in fortune may bring.

SOURCE 1 *Melbourne from the south bank of the Yarra, 1840*, painted by Eleanor (Nellie) McGlinn, *c.* 1875, oil on canvas

3.5.1 A golden avalanche

The Eureka rebellion of 1854 is often seen as a milestone in the struggle for democratic rights and a more equal society. It was partly a conflict over what kind of society Australia should be and what rights each individual should have in the society. The rebellion took place during the gold rushes of the 1850s. The gold rushes marked a turning point in Australia's history, prompting a massive scramble of people from overseas to the Australian goldfields. The population trebled in the first decade of the rushes and wealth from gold raised living standards. These developments also accelerated the demands for more democratic rights and influenced the political life of the colonies for the next 50 years. Australia came to be seen as a land of opportunity, but the rushes also had other consequences, including political protests, environmental damage and social upheaval. These consequences had the greatest impact in Victoria.

A quiet provincial town

After the first Europeans established a camp on the Yarra River in 1835, Melbourne experienced rapid expansion, growing to a substantial provincial town with a population of 23 000 by 1850. Rates of pay were good for labourers, clubs for the wealthy were founded and the main churches were built. This is in contrast to the many hotels, providing ample amounts of spirits that worried the more 'sober' residents. The presence of large numbers of ex-convicts and an alarming crime rate also concerned some Melburnians, though perhaps the filth in the streets and the irregular water supply were greater problems. Overall, most residents of Melbourne in 1851 enjoyed a settled, simple and relatively secure life, and they marvelled at the progress they had achieved. Little did they suspect the upheaval they were about to experience.

3.5.2 Educated and ambitious

The great majority of gold rush immigrants were British and Irish, like the convicts and migrants who had come to Australia before the 1850s. But the new migrants also included people from many other countries, such as the Chinese. The British, Irish and European gold rush migrants included many who had been involved in movements for workers' rights and political reform in their own countries. Despite some concerns about changes to society, they brought many positives. Some gold rush migrants were more educated and more skilled than the rest of the colonial workforce, and consequently they had higher expectations of their rights and responsibilities in this new society. However, not all migrants experienced success on the goldfields of Victoria.

Growing discontent

Life on the goldfields was hard, and for every digger who found riches there were many more whose backbreaking work yielded very little. From 1851 the New South Wales and Victorian governments passed laws to make anyone digging for gold buy a licence for 30 **shillings** a month. This fee had to be paid in advance and gave a digger the right to work only a small area. Many diggers did not buy licences because they could not afford them, so the gold commissioners sent troopers to catch them.

Licence hunts and protests

Diggers caught without licences were fined and had their huts and equipment destroyed. Some were sent to jail. Following angry protests, in 1853 New South Wales reduced the fee to 10 shillings a month. Victoria reduced it to one pound (20 shillings), but this was still too high because diggers' incomes were getting smaller as less surface gold was found. At Ballarat in Victoria, miners had to dig to a depth of more than 30 metres. Miners disliked not only paying the licence fee but also the fact that it taxed both successful and unsuccessful diggers at the same rate. When caught without a licence, respectable miners were often treated like criminals and they resented the harsh manner of many of the police. When Victoria's governor, Lieutenant-Governor Sir Charles Hotham, ordered licence hunts twice a week in September 1854, digger anger in Ballarat became explosive.

3.5.3 The gathering storm

Even an unrelated incident could have provoked a riot. On 6 October 1854 a digger was bashed to death at the Eureka Hotel in Ballarat. When charges against the hotel's owner, James Bentley, were dropped, many miners concluded that this was because Bentley had done favours for the police. On 17 October, around 4000 furious diggers protested against 'police corruption'. They rioted and burned the hotel to the ground. It seemed that the Ballarat diggers and the local police were on a collision course.

The Ballarat Reform League

On 11 November, at a further protest meeting at Bakery Hill, the diggers formed the Ballarat Reform League. Their demands included:

- abolition of licence fees
- **parliamentary representation** through voting rights for adult men
- payment for members of parliament
- abolition of property requirements for members of parliament.

These last two demands were made so men who were not rich could afford to serve in parliament.

Digger resentment increased further when news came that on 27 November Governor Hotham had refused to release the men arrested over the hotel burning and instead had ordered more troops to be sent to Ballarat. By 30 November Bentley was no longer the issue, but feelings were running high when Commissioner Rede ordered another licence hunt.

On 30 November, 12 000 diggers gathered at Eureka, where many burned their licences in protest. They appointed an Irishman, Peter Lalor, as their leader. They created a new flag, the 'Eureka Flag', with stars on a white cross against a blue background, and swore a solemn oath to stand together. They built a **stockade** at Eureka and began collecting weapons.

shilling a unit of Australian currency until decimal currency was introduced. There were 12 pence to a shilling and 20 shillings to a pound.

parliamentary representation the representation of people's views and interests in parliament through elected delegates

stockade a fortified enclosure

SOURCE 2 *Swearing allegiance to the 'Southern Cross'* by C.A. Doudiet

aud-0484

SOURCE 3 Raffaello Carboni, a digger's leader, describes events on 30 November 1854.

What's up? A licence hunt … What's to be done? Peter Lalor was on the stump, his rifle in his hand, calling on volunteers to 'fall in' into ranks as fast as they rushed to Bakery-hill, from all quarters with arms in their hands, just fetched from their tents. I went up to Lalor, and the moment he saw me, he took me by the hand saying, I want you, Signore: tell those gentlemen, pointing to old acquaintances of ours, who were foreigners; that, if they cannot provide themselves with fire-arms, let them each procure a piece of steel, five or six inches long, attached to a pole, and that will pierce the tyrants' hearts …

The 'SOUTHERN CROSS' was hoisted up the flag-staff … There is no flag in Europe half so beautiful as the 'Southern Cross' of the Ballarat miners …

Some five hundred armed diggers advanced … the captains of each division making the military salute to Lalor, who … exclaimed in a firm measured tone: — 'WE SWEAR BY THE SOUTHERN CROSS TO STAND TRULY BY EACH OTHER, AND FIGHT TO DEFEND OUR RIGHTS AND LIBERTIES.'

3.5.4 The battle at the Eureka Stockade

Before dawn on 3 December there were just 150 diggers in the Eureka Stockade when a force of 270 well-armed soldiers and police attacked. The fierce battle lasted only 20 minutes and the diggers were defeated. At least 27 diggers and 6 troopers were killed, though recent estimates are as high as 60 diggers, including one woman who was killed while she was pleading for the life of her husband.

DID YOU KNOW?

In *The Eureka Stockade*, first published in 1855, Raffaello Carboni, an Italian revolutionary, provided a firsthand account of the Eureka rebellion. As a fluent speaker of English, Italian, French, Spanish and German, Carboni became such a prominent leader of the diggers that he was tried for treason after the rebellion was crushed.

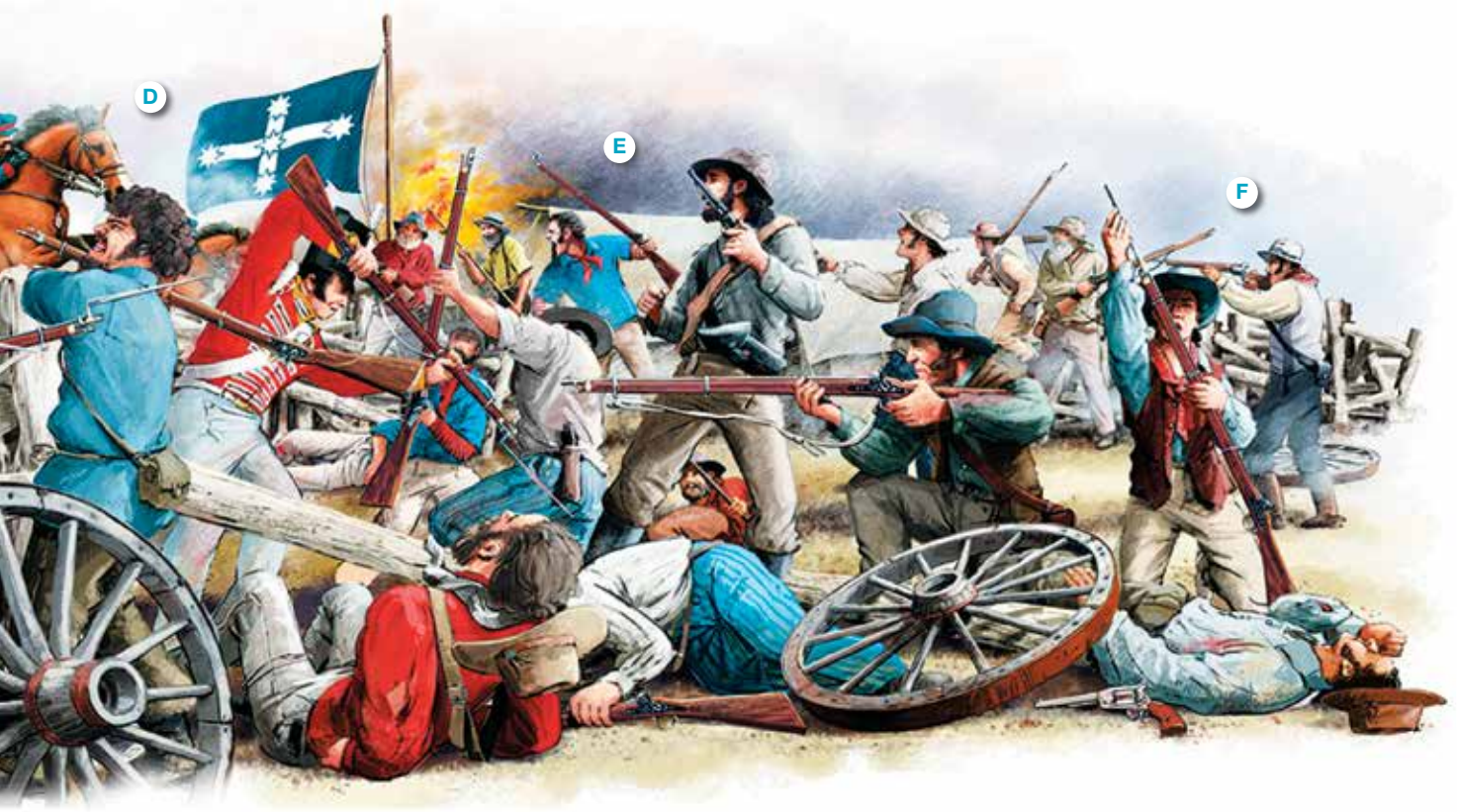
int-5635

SOURCE 4 Anger and resentment finally exploded on 3 December 1854 in an unexpected dawn attack by troopers on the diggers barricaded in the Eureka Stockade.

- **A** At the 30 November meeting, all present swore allegiance to the Southern Cross flag. Holding a rifle in one hand, and pointing towards the flag with his other, Peter Lalor said: 'We swear by the Southern Cross to stand truly by each other and fight to defend our rights and liberties.' His men removed their hats and replied 'Amen'.
- **B** Hundreds of angry miners gathered at the stockade after the meeting of 30 November. But the resistance was not well coordinated — by the evening of Saturday 2 December, only about 150 men remained. Even these men might have left had the troops not attacked.
- **C** The Eureka Stockade was built by diggers as a fortification against trooper attack.
- **D** About 27 diggers were killed in the dawn raid, and 30 wounded. Only six troopers were killed. The troopers were heavily armed with guns and bayonets; the diggers had only limited weapons.
- **E** Diggers on the Ballarat goldfields included Germans, Americans, Italians and Canadians, as well as people from England, Ireland and France. The involvement of non-English diggers in this struggle was resented by some.
- **F** Peter Lalor and another ringleader, George Black, escaped after the attack.

DID YOU KNOW?

Peter Lalor eventually became a member of the Victorian Parliament; his grandson, Joseph Lalor, was killed at the landing at Gallipoli on 25 April 1915, fighting for the British Empire.



The outcome of Eureka

The diggers lost the battle at Eureka but they achieved many of their aims. Juries did not convict the 13 ringleaders who were tried for treason, finding instead that they had acted in self-defence. In 1855 the gold licence was replaced by a 'miner's right' costing just one pound a year and giving its holder the right to vote.

The official inquiry into the goldfields also recommended changes favourable to the miners' demands. Moves were made to restrict Chinese immigration with extra taxation, half the goldfields police were sacked, and regulation of goldmining was left to mining wardens and locally elected courts of mines. Over time many have debated the significance of the Eureka Stockade. In 1897 the US author Mark Twain called it 'the finest thing in Australasian history'.

3.5.5 Melbourne: 'the wonder of the world'

By the end of the 1850s the wealth produced by the feverish work of thousands of miners had transformed the city of Melbourne. Some observers compared Melbourne with London or Paris; one claimed that the city had a 'superior radiance' to San Francisco, while another declared Melbourne was 'the overtopping wonder of the world'. Grand, extravagant buildings, fashionable suburbs and a busy 'get ahead' atmosphere gave the impression that Melbourne was destined to be one of the great cities of the world. A free public

library, university, museum, several theatres and an extensive Parliament House, along with a new water supply from Yan Yean, showed that Melbourne was a leader of culture as well as business in Australia.

SOURCE 5 Deserted diggings, Spring Creek

Victoria was also transformed. Its population of nearly 540 000 was spread throughout the state. The gold rush migrants were generally young, energetic and determined to make the most of their new lives on the other side of the world. Large towns, such as Geelong, Ballarat, Bendigo and Castlemaine had permanent populations and a variety of businesses, clubs and institutions. Bendigo and Ballarat would be Australia's largest inland towns for nearly a century. Nevertheless, this development had a number of consequences. The First Nations Australian communities continued to suffer as much of the population headed inland. Some work opportunities as paid pastoral workers arose for First Nations Australians, and many of them continued to gather around Melbourne. Mining was also destructive of the environment; whole forests were cut down, streams and creeks were clogged and polluted, and clay heaps that were piled high around the goldfields made the landscape look like the surface of the moon.

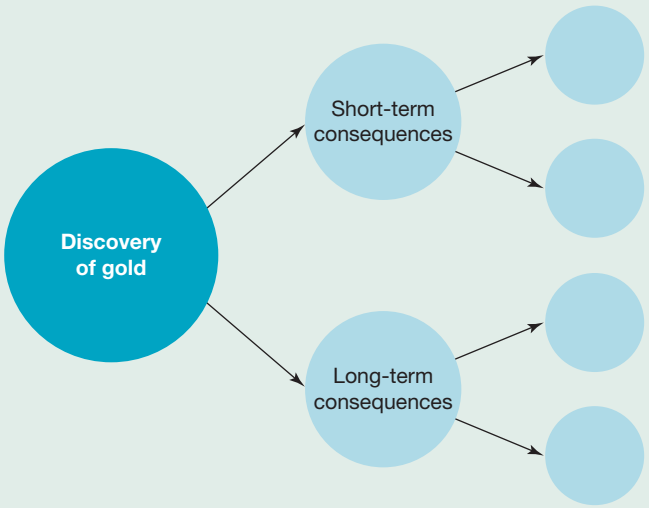
on Resources

Digital document Map of the main goldfields of Australia's south-east (doc-31705)

3.5 SKILL ACTIVITY: Historical perspectives and interpretations

In this activity you will **investigate** the significance of the Eureka Stockade.

1. The sources and the text in this lesson point out the positive and negative consequences of the gold rush. **Discuss** the consequences and historical significance of the gold rush (make a start by **examining SOURCE 1**). **Summarise** your conclusions in the diagram shown.



2. Now **consider** the anger of the miners at the conditions of life on the goldfields that resulted in the fight to 'defend our rights and liberties' (**SOURCE 3**).
3. **Examine** the text and the sources to construct a timeline of the events leading up to the Eureka Stockade.
4. At the time of the battle at the Eureka Stockade, the *Ballarat Times* was a strong supporter of the miners. Imagine you are a journalist working for the *Ballarat Times*. You want to **explain** to your readers the goldfield grievances, the injustice of the licence fees and the significance of the momentous events at the Eureka Stockade. Your article should also provide an **explanation** of what the Ballarat Reform League hopes to achieve and why their aims are of such significance to the future of Australia.
5. Your article will need a headline and accompanying images because, as a journalist, you believe 'a picture is worth a thousand words'.

3.5 Exercise

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3.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 5, 8, 9	2, 3, 4, 7	6, 10

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Check your understanding

1. **Select** two reasons why residents of Melbourne might have been proud of their achievements by 1851.
   - **A.** Theirs was the biggest city in the colonies of Australia
   - **B.** They lived in a well-planned, growing city
   - **C.** Theirs was the first city to have a university
   - **D.** They lived a settled, simple and relatively secure life
2. **Select** two ways that the gold rush migrants were different from the rest of the colonial workforce in Victoria.
   - **A.** Many had been involved in campaigns for workers' rights
   - **B.** They were uneducated
   - **C.** They were educated and skilled
   - **D.** They had no interest in workers' rights
3. **Select** two reasons explaining why the miners disliked the gold licence system.
   - **A.** It only allowed them to work a small area
   - **B.** They couldn't read it
   - **C.** They hated the government
   - **D.** It was expensive
4. What were the four demands of the Ballarat Reform League?
5. **Identify** the two immediate factors that spurred the miners to erect a stockade.
6. **Identify** the consequences of the Eureka Stockade. Who do you think were the victors? **Explain** your answer.

Apply your understanding

Using historical sources

7. What impression of Melbourne does **SOURCE 1** create? **Identify** the specific elements of the image that lead to this impression.
8. Imagine that you are one of the miners pictured in **SOURCES 2** and **4**. **Consider** the treatment of miners and the hardships they faced. Write a letter to Governor Hotham **explaining** why you have joined Raffaello Carboni in the **SOURCE 3** protest at Eureka.

Communicating

9. Write an eyewitness account of what took place at Eureka on 3 December 1854, based on your careful **examination** of the **SOURCE 4** scene and summary.
10. **Conduct** a class debate: `Eureka: a fight for democracy or an attack on law and order?'

LESSON
3.6 What was the influence of the selectors and who were the squatters?

LEARNING INTENTION

By the end of this lesson you should be able to compare the different perspectives and experiences of colonial selectors and squatters, and the role played by figures such as Elizabeth Macarthur in the development of colonial industry.

TUNE IN

Think about the words of our Australian national anthem, *Advance Australia Fair*. We hear it at sporting events; we sing it at school assemblies. How well does it represent us? What images is it trying to convey?

Now look at **SOURCE 1**. What are the similarities and differences between these two images of Australia?

aud-0485

SOURCE 1 *The Colonial Minstrel* by Charles Thatcher

Hurrah for Australia the golden, Where men of all nations now toil, To none will we e'er be beholden Whilst we've strength to turn up the soil;

There's no poverty here to distress us, 'Tis the country of true liberty, No proud lords can ever oppress us, For here we're untrammelled and free.

Then hurrah for Australia etc …

Oh, government hear our petition, Find work for the strong willing hand,

Our dearest and greatest ambition Is to settle and cultivate land: Australia's thousands are crying For a home in the vast wilderness, Whilst millions of acres are lying In their primitive uselessness.

Then hurrah for Australia etc …

Upset squatterdom's domination, Give every poor man a home, Encourage our great population, And like wanderers no more we'll roam.

3.6.1 Conflict over land

After the clash between the diggers and the Victorian authorities at the Eureka Stockade, the next conflict between social classes in colonial Australia was over land. It was a conflict with roots that went back to earlier times when wealthy free settlers (squatters) had been granted big parcels of land and convict labour to work it, while poor immigrants and ex-convicts received small land grants on which most were unable to make a living. By the time of the gold rushes, squatters controlled most of the land and used it for **grazing**.

The gold rushes hugely increased the colonial population. As alluvial gold ran out, thousands of people, including ex-diggers, demanded that wealthy squatters be made to give up some of the land they leased.

Free selection

Many ordinary people hated the inequalities that existed between rich and poor in Britain and Europe. Australia seemed to offer them the chance to gain independence as small farmers. In the 1850s a popular movement developed calling for 'free selection'. The first free selection Act was passed in the Victorian Parliament in 1860. In New South Wales free selection Acts were passed in 1861 and similar laws were made in the other colonies.

The ambitions of ordinary people to own land were expressed in a popular song of the time by Charles Thatcher (see **SOURCE 1**), who was well known on the Victorian goldfields.

These free selection laws allowed anyone to select land whether or not it was leased by a squatter. The only land they could not select was land on which squatters had made improvements.

grazing pasture to feed cows and sheep

SOURCE 2 *Free selectors pegging out*, an engraving by Samuel Calvert, *c.* 1873

SOURCE 3 *Selector's hut, Gippsland*, an albumen silver photograph by Nicholas Caire, *c.* 1886, National Gallery of Australia, Canberra

3.6.2 Results of the free selection Acts

In each Australian colony, squatters gained more from these laws than did the people whom the laws were designed to assist. Why did this happen? The squatters found many ways of defeating the aims of the laws. One method was called **peacocking**, which made the rest of the area useless to selectors. Another method was to use **dummies** who later sold land they selected back to the squatters.

peacocking buying up land around creeks and rivers to make the rest of the area useless to selectors

dummies people secretly acting for squatters, who selected land and later sold it to the squatters

aud-0486

SOURCE 4 From John Sadleir, *Recollections of a Victorian Police Officer*, George Robertson & Company, Melbourne, 1913, pp. 114–15

It was also in the early 'sixties that the quiet of Hamilton was disturbed … The first Duffy Land Act, providing for free selection of Crown Lands, had just come into force, and the momentous question of parceling out the fertile lands of the Western District had to be faced. It was an anxious time for the existing occupiers — the squatters … There was another crowd, too, but of persons quite unknown in the neighbourhood, and who appeared to be acting under some sort of leadership … It seemed … as if the strangers held possession, and the squatters were shut out while being stripped of all they possessed.

But there were wheels within wheels … Communication passed between the squatters and the leaders of the strange crowd … with the result that the squatters continued in undisturbed possession of their holdings, while not a single stranger was known to settle in the district at this time … The first Duffy Land Act was a failure.

The result was that Australia did not become a land of small independent farmers. Large landowners continued to control most of the country. Many selectors who stayed on the land lived in poverty.

In many places soils were too poor, rainfall too unreliable and the selections too small. Women often had to run these small properties while the men went away for much of the year to work for squatters as drovers or shearers.

SOURCE 5 *The Free Selector's daughter*, an etching by Lionel Lindsay, 1935, National Gallery of Australia, Canberra © National Library of Australia

3.6.3 Elizabeth Macarthur and the 'Squattocracy'

Australia's colonial economy began to develop with the export of animal skins, trepang and sandalwood. Cattle and fat-tailed sheep were reared to provide the first European settlers with food. With the growth of the colony, and the movement of people further from the original Sydney settlement, sheep were raised to produce wool. By 1840, wool exports were worth three times the value of all other Australian exports.

The wool industry began in 1797 when John Macarthur, NSW Corps officer, and Samuel Marsden imported eight Spanish merino sheep into Australia. In 1793, Macarthur had been given his first grant of land, near present-day Parramatta in Sydney. It was named *Elizabeth Farm,* after his wife. A skilful breeding program resulted in sturdy sheep that were well adapted to the Australian environment, producing high quality wool that suited the new industrial spinning machines used to manufacture textiles in England.

In 1821 the first bale of Australian wool was sold in London. Within two decades the industry was booming, and Australia was producing more than two million kilograms of wool every year. Many squatters were becoming immensely wealthy from 'riding on the sheep's back'. At the time of his death in 1834, Macarthur owned over 9500 hectares of prime grazing land, and had become one of the wealthiest and most powerful men in the colony.

Macarthur spent the years from 1801 to 1805 in England, and then from 1808 until 1817 he was again recalled to England and forced to defend himself in court martials. During his long absences Elizabeth was left in charge of the family estates. Elizabeth Macarthur built the merino breeding program, managed the workforce of primarily convict shepherds, supervised the washing and baling of the wool, and ultimately developed their holdings far beyond the size of the original land grants.

The wool industry that Elizabeth pioneered came to dominate Australia's nineteenth century economy, and then continued to develop other sections of the colonial economy:

- banking grew as squatters borrowed money to improve their flocks and their properties
- employment opportunities were created for shepherds, shearers, builders and labourers
- transport links were developed, and small towns emerged
- docks and warehouses were constructed
- wool-broking businesses were established.

As wool transformed the Australian economy it created a new colonial class: a group of rich and very influential landowners grazing livestock on a large scale. This new Australian aristocracy were described as the 'squattocracy'.

The changing environment

The growth of sheep and cattle grazing (called *pastoralism*) changed the land. Colonial farms and livestock competed with native animals for sources of food, eroded riverbanks with hard hooves and destroyed native vegetation as trees were felled in huge numbers. Introduced fruit trees, willows and blackberries choked rivers and natural water flows. Further damage to the environment was done by the introduction of foreign animals and plants that had no natural predators in Australia. These included rabbits, foxes and the prickly pear plant.

The lifestyles of First Nations Australians varied widely, as did the ways in which different language groups managed the land. Management strategies were largely governed by the seasons and the local cycles of growth and weather, with each change dictating a change in the use of the land and its management. There was careful management of Country to make sure resources remained plentiful through seasonal migration. However, the British saw only that Australia's land was not used in the European way; that is, it was not farmed. So they described Australia, in the language used by British law, as *terra nullius*. This term meant unused or waste lands that could be taken without asking permission, and it was assumed that the First Nations Australians could simply move somewhere else. Colonists produced food by farming, and powerful people soon discovered that wealth could be produced by grazing sheep for wool. Both activities required the taking of First Nations Australians' land and so displacement of the First Nations Australians occurred as the colonies expanded.

SOURCE 6 The wife of an Italian businessman described the Yarra in the 1850s. While her real identity is unknown, Alexandre Dumas published her account in 1855 as *The Journal of Madame Giovanni*.

… these banks are merely a long series of slaughter-houses where sheep are killed; tanneries where their hides are prepared; and factories where their fat is prepared for the market. Here and there appear white mountains twenty five, thirty and forty feet high; these are the bones. These slaughter-houses, tanneries, fat, or rather tallow factories, these bones forming pyramids along the banks, give forth a pestilential odour that made me regard Port Phillip with horror …

SOURCE 7 Painting of a mining camp at Bathurst, NSW, showing some of the environmental damage common on the goldfields.

3.6 SKILL ACTIVITY: Using historical sources

Refer to the sources to identify the experience of the nineteenth-century selectors. **Consider** the challenges they would have faced and why the dreams expressed in **SOURCE 1** were being crushed.

1. **Discuss** the importance of ownership of land to colonial Australia, and why the selectors and the squatters developed as two social classes.

2. **a.** Squatters are both the heroes and the villains of Australian colonial history. **Research** one of the famous squatters, such as James Macarthur, John Batman or William Lawson.
   b. **Create** a 'This is Your Life' class presentation where you introduce your character and run through the major events and achievements of their life. During your presentation introduce personalities, and representatives of groups, who would have been either friend or adversary of your chosen squatter. Use the ideas expressed by artists such as Henry Lawson, Banjo Paterson, Lionel Lindsay and Frederick McCubbin to create characters representative of the many selectors whose names and identities have been lost to the historical record.
   c. At the conclusion of your presentation, provide your audience with an **evaluation** of the role of squatters and selectors in shaping Australia's history.

3.6 Exercise

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3.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4	2, 5, 6, 7	8, 9, 10

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Check your understanding

1. **Explain** what caused the increased demand for land during the 1850s and 1860s.
   - **A.** Decreasing population
   - **B.** The arrival of more convicts
   - **C.** Increasing population
   - **D.** Increasing birth rate
2. **Describe** the aim of the selection Acts.
3. **Define** 'peacocking'.
   - **A.** Buying up land around creeks and rivers to make the rest of the area useless to selectors
   - **B.** Buying up land around creeks and rivers to develop bird sanctuaries
   - **C.** Buying up land around creeks and rivers for the fishing rights
   - **D.** Buying up land around creeks and rivers for boating purposes
4. **Who** or what were 'dummies'?
   - **A.** People secretly acting for selectors; they selected land and later sold it to the selectors
   - **B.** People secretly acting for the government; they selected land and later sold it to the squatters
   - **C.** Another name for squatters
   - **D.** People secretly acting for squatters; they selected land and later sold it to the squatters
5. **Why** did the selection Acts fail?

Apply your understanding

Using historical sources

6. According to Thatcher's song in **SOURCE 1 explain** what the benefits of free selection will be.
7. Study **SOURCE 2**.
   - **a. Identify** what these men are doing.
   - **b. Suggest** why it is possible they might not be genuine free selectors.
8. **Identify** what **SOURCES 3** and **5** show about the hardships faced by free selectors.

Historical perspectives and interpretations

9. **Explain** the significance of the wool industry to the development of colonial Australia, and why it is said that much of the wealth gained during this period was from 'riding on the sheep's back'.
10. **Account** for the environmental damage done to the natural environment as a result of colonial expansion.

LESSON
3.7 Why was Melbourne marvellous?

LEARNING INTENTION

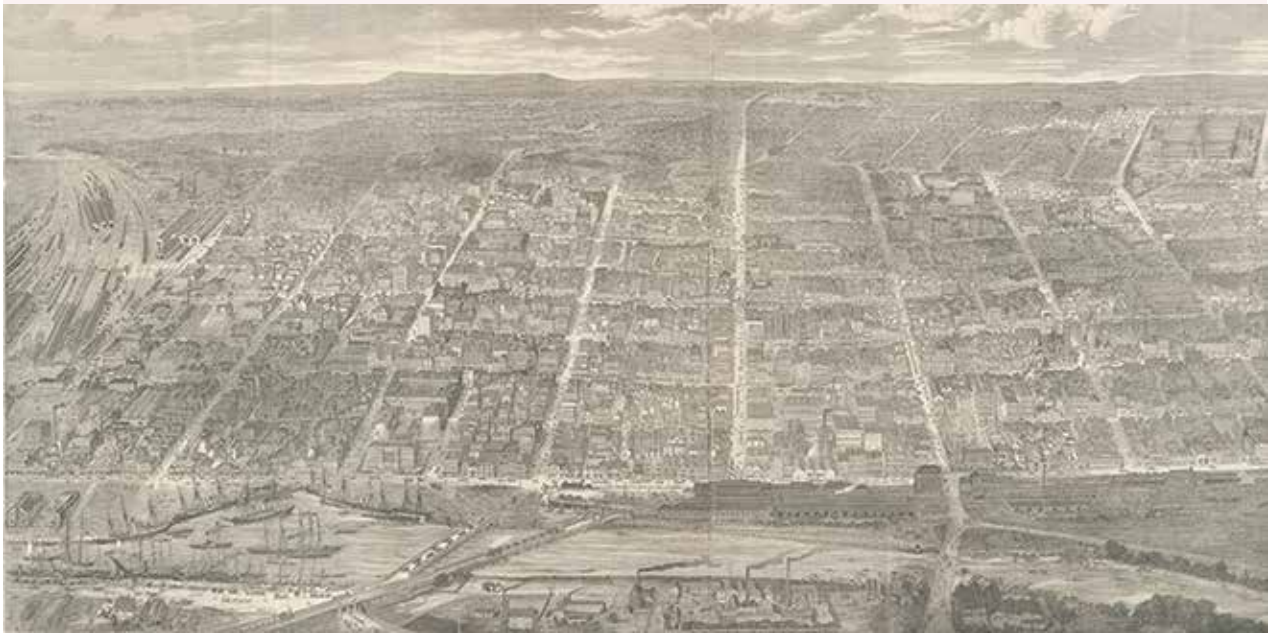
By the end of this lesson you should be able to evaluate the significance of the changes that came to Melbourne.

TUNE IN

What do you think makes a city 'marvellous'?

Look at **SOURCE 1** and compare it to the **SOURCE 1** image of Melbourne in lesson 3.5. The two images clearly show the rapid development that occurred as a result of the gold rush.

SOURCE 1 A sketch of Melbourne in 1880. Despite its solid appearance here, much of the city would be rebuilt in the 1880s as the population continued to grow and new technology enabled taller buildings.



1. The Yarra is in the foreground of both images. What is happening on the river?
2. How has the massive population growth had an impact on the built environment?
3. What challenges would the residents of 1880 Melbourne have to deal with?

3.7.1 Showing off: modern and grand buildings

In the major cities of the Australian colonies a world was emerging that was very different from the world of selectors, squatters and country towns. After the gold rushes of the 1850s much of Victoria's population gradually drifted towards Melbourne. By 1881 Melbourne's population had grown to 268 000. The prosperity of the city drew more people from country Victoria and overseas, and Melbourne's population grew to nearly 500 000 by 1891, when 41 per cent of Victorians lived in the city and its suburbs.

The growth of Melbourne was often held up as a wonderful example of progress and prosperity. When the English journalist George Augustus Sala described Melbourne as 'marvellous' in 1885 it seemed that the city had reached its destiny as the greatest city of Australia.

By the 1880s Melbourne's skyline featured elegantly decorated domes and spires. Many major buildings, as well as private homes in Melbourne's affluent suburbs, were extravagantly fashioned with wrought-iron lacework that symbolised the city's wealth.

SOURCE 2 The Royal Exhibition Building

The invention of the hydraulic lift enabled buildings to rise above the usual four or five storeys; only New York and Chicago had buildings as high as Melbourne's. In 1887, 11 kilometres of pipes carried pressurised water around Melbourne to power hydraulic lifts. Melbourne was the fourth city in the world to have such a system.

Perhaps one of the greatest examples of the wealth and prosperity of Melbourne was the Royal Exhibition Building. This building was completed in 1880 and hosted the Melbourne International Exhibition in that year, where exhibits and inventions from all over the world were displayed. The exhibition ran for eight months and attracted more than 1 million people.

SOURCE 3 The Federal Coffee Palace, Collins Street. Seven storeys high with an ornate domed tower, this was a 'temperance hotel' that provided accommodation but did not sell alcohol. It was a grand building and a huge advertisement for the value of sober living; it was demolished in 1973.

3.7.2 Showing off: busy, fashionable and sophisticated

The richness of the city was also displayed in the affluence of individual citizens and their tastes in clothing and entertainment. Retailing precincts were established around Swanston and Elizabeth streets. Fashionable residents became famous for parading their attire in a social promenade called 'doing the block' around Collins Street. Wealthier Melbourne ladies had access to the silks and satins of Europe while the men donned immaculate suits. Other parts of the city catered for specific businesses and professions. Legal practices were located around the main courts at the west end of Bourke Street while doctors went to the 'Paris' end of Collins Street. Wharves and merchants stood by the river. Many of these precincts still stand today. To bring everyone to the city, Melbourne also built a cable tram network and an extensive railway system to the growing suburbs. In addition to these established patterns of

work and life there were major annual events like the Melbourne Cup at which Melburnians could show off their status and style. Some images of Melbourne at the time are shown in **SOURCES 4, 5** and **6**.

SOURCE 4 *Allegro con brio: Bourke Street West*, by Tom Roberts, painted around 1886. The Italian phrase in the title is a musical direction meaning 'quickly, with brilliance' and the painting was intended to capture the energy and excitement of 'Marvellous Melbourne'.

SOURCE 5 *Doing the block, Great Collins St*, painted by S.T. Gill, 1880. The novelist Fergus Hume compared this scene to social life in London; even the dogs are socialising.

DID YOU KNOW?

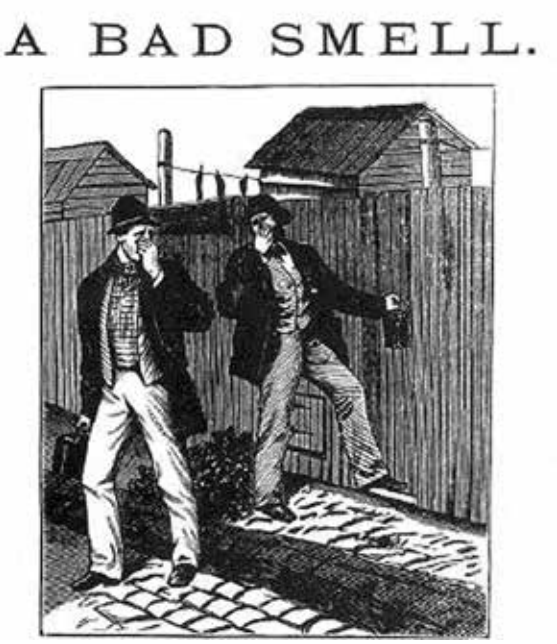
One of Melbourne's premier sporting events, the Melbourne Cup, was first held in 1861. Today the Melbourne Cup Carnival is enjoyed as much for its party atmosphere as for the race itself. Visitors from interstate and around the world flock to Flemington to 'have a flutter', picnic on the lawn and parade their outfits, both fashionable and outrageous. Nothing much has changed since 1888, when over 100 000 people spread out their food and beverages underneath the gum trees to watch the race.

SOURCE 6 An artist's impression of the Melbourne Cup, 1888

3.7.3 A darker side to the city

As you may have realised, not everything about life in Melbourne was wonderful. Gangs of young men, called larrikins, roamed the streets. Prostitution and crime also flourished and they, too, had their own areas of the city. For many working-class men and women, life was still a struggle of low pay and hard manual labour, hand-me-down clothes and cramped living conditions. There were also some serious health and

SOURCE 7 'A Bad Smell', *Australian Health Society*, 1880. Two workmen are forced to hold their noses in disgust at the smell of the laneways outside their homes.



hygiene issues. By the 1880s overcrowded inner-city housing in areas such as Little Lonsdale Street and some low-lying suburbs, such as Collingwood and Richmond, experienced outbreaks of diseases, including typhoid, tuberculosis and diphtheria. The death rate among babies and young children was higher than London's for most of the 1880s.

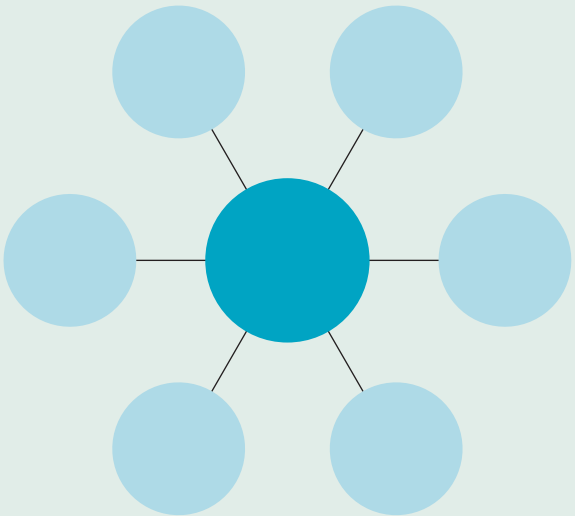
Household and human waste were often dumped in the Yarra River; overflowing **cesspits** and open sewers in city streets caused one Sydney writer to name the city 'Marvellous Smellbourne' because of the city's overwhelming odour of human excrement. It wasn't until 1897 that the city finally had an operating and efficient sewerage system.

cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

3.7 SKILL ACTIVITY: Communicating

You are a member of the 1880 Melbourne town planning and promotion team. You have a great vision for the future of your city, but you realise that the rapid urban growth of the last 20 years has given the city and its residents many challenges that need to be addressed.

1. Refer to the lesson sources to begin your **research** of the advantages and the disadvantages of living in 1880s Melbourne. Make a list of each.
2. Working in small groups, **analyse** the content of the images and the written reports you researched to **identify** the issues faced by Melbourne's poorer suburbs, such as Collingwood and Richmond.
3. Draw up a simple graphic organiser, such as the one shown here, to **communicate** your findings.



4. Work with some members of your team to make five recommendations to Mayor Meares on how the city council could make improvements for the residents of the poorer suburbs. Refer to your list of great city features to present Mayor Meares with some drawings of your vision of a Melbourne that is marvellous for all its residents.
5. Other members of your team are assigned the task of promoting the great things about living in Melbourne. Refer to the sources to help **develop** the promotional campaign ideas. The promotion will need three elements:
   - A catchy musical jingle to express Melbourne's attractions
   - A symbol or logo depicting the city
   - A series of postcards highlighting the beauty and exciting attractions of Melbourne (collect source paintings, sketches, photographs).

3.7 Exercise

learnon

3.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 6, 10	3, 4, 5, 7	8, 9, 11, 12

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Check your understanding

1. What was Melbourne's approximate population in 1891?
   - **A.** 15 000
   - **B.** 55 000
   - **C.** 500 000
   - **D.** 5 000 000
2. What percentage of Victoria's population lived in Melbourne and its suburbs in 1891?
   - **A.** 87 per cent
   - **B.** 41 per cent
   - **C.** 14 per cent
   - **D.** 44 per cent
3. **Determine** whether the following statements are true or false.
   - **a.** Melbourne's population declined during the 1800s.
   - **b.** Melbourne's skyline in the 1880s featured elegantly decorated domes and spires, and only New York and Chicago had buildings as high as Melbourne's.
   - **c.** Melbourne was the first city in the world to have a pressurised water system for powering hydraulic lifts.
4. **Identify** the ways in which the people of Melbourne displayed their success and prosperity.
5. **What** problems did Melbourne's residents face in the 1880s?
6. **Explain** why Melbourne was jokingly called 'Smellbourne'.

Apply your understanding

Using historical sources

7. **Examine SOURCES 1, 2 and 3**. What evidence is there that Melbourne was modern and prosperous in the 1880s?
8. How do **SOURCES 4, 5 and 6** provide evidence of Melbourne's progress and prosperity? **List** specific elements of each source as evidence.
9. How reliable do you think the sources in this lesson are as evidence of Melbourne's progress? **Explain** the limitations of each source.
10. **Examine SOURCE 7**. How does this source contradict the idea of 'Marvellous Melbourne' depicted in **SOURCES 1–6**?

Communicating

11. **Create** a table that lists the differences and similarities of life in Melbourne now compared to the 1880s. Rank them in order of importance and **compare** your table with those of other members of your class.
12. Does 1880s Melbourne deserve to be known as a city of progress and prosperity? **Explain** your view.

LESSON
3.8 How equal was colonial Australian society?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of changing technology on a growing population, and describe the inequality that accompanied the social change.

TUNE IN

Have a brainstorm to think of all the technology that has changed our world since the last decades of the twentieth century. How do you think the technology that we now use every day has changed our lives?

The Industrial Revolution changed the lives of ordinary people in the late eighteenth and early nineteenth centuries. **SOURCES 1** and **2** provide you with images of working conditions during the late nineteenth century.

How could historians use these sources as evidence of the great social changes that came with the Industrial Revolution?

tlvd-10720

SOURCE 1 An 1882 wood engraving depicting scenes at Beath, Schiess & Co's Victorian clothing factories

SOURCE 2 Inside the workshop of John Faul, Ironmonger at Bendigo, in 1890

3.8.1 ‘A fair go’ in Australia

Australia’s colonial society was established with a rigid division between soldiers and convicts. With emancipation, or freedom, the convict became equal to the freeborn in the eyes of the law. The old class divisions broke down even further with the wealth that came to some hard-working and talented emancipists, and the fortunes made by diggers on the goldfields. Many of the goldfield diggers were migrants from Britain who had been influenced by Chartist principles, dedicated to ‘social, political and universal equality’. The belief in egalitarianism, or the equality of a ‘fair go for all’ was held to be an Australian quality. During the economic boom time between the 1850s and the 1880s, ambition and talent built Australia’s cities, established industries and created a new society. This national belief in equality did not extend to First Nations Australians. Belief in egalitarianism was marred by racism.

Convict achievement

Mary Haydock was born in 1777 in Lancashire, and transported to Sydney when only thirteen years of age after being convicted of horse stealing. In 1794 she married Thomas Reibey, a young free Irish officer who had stayed in the colony to establish himself as a merchant and ship owner. In 1811 Thomas died, leaving Mary with seven children and a store near Sydney Harbour. Mary had learned the business of shipping from Thomas and had developed a shrewd commercial sense. Mary Reibey opened a new warehouse in George Street, Sydney, and continued to manage her husband’s ships. She expanded her holdings to include numerous warehouses, stores, trading vessels and seven farms on the Hawkesbury River. She died as one of the wealthiest members of Sydney’s colonial society.

In 1812 a trained architect named Francis Greenway was transported to Sydney after being found guilty of forgery. Governor Lachlan Macquarie recognised convict Greenway’s talents, granted him a ticket of leave and employed him as his chief architect. Over the next six years Greenway transformed colony architecture, altering and designing buildings and monuments that are now regarded as some of Sydney’s most iconic landmarks.

Educating for equality

In 1810 the church, aided by government grants, established schools in the New South Wales colony. During the 1830s, St James Grammar and Scots Church schools were founded in Sydney, along with dozens of small private schools catering for the children of the wealthy. All parents were expected to pay fees to keep their children at church and government schools.

However, government education was failing to change the lives of the children of the poorest groups, creating a divided colonial society. From an early age most children of convict parents were expected to work, and children at the age of four worked as carpenter’s mates, bullock drivers’ assistants and waiters. A survey by a government committee in 1848 found that less than half of the colony’s children attended school, and that less than half of the adult convict population had even the most basic literacy skills.

In the 1870s a plan was put forward for a system of national schools that were financed and controlled by the government. Education was made free and compulsory for children between six and 13 years of age. Bookshops appeared, public libraries were constructed and programs in adult education had begun.

Domestic service and dispossession

Biddy’s story (**SOURCE 3**) illustrates the injustices and inequality that accompanied the history of colonial and twentieth-century Australia. From the 1870s, First Nations Australian children were ‘employed’ in roles such as domestic servants, labourers and ‘apprentices’. These children received no wages, were removed from their families and denied any opportunity for education.

Margaret Tucker, whose book *If Everyone Cared* describes her time in domestic service and her experiences as a member of the Stolen Generations, was a Yorta Yorta and Wiradjuri woman who spent her early childhood years at the Cummeragunja Reserve. In 1917, when Margaret was 13 years old, she was cruelly removed from

her home and family and sent to the Cootamundra Domestic Training Home for Aboriginal Girls. At 15 she was sent to work for a white family, where she was abused. The Aborigines Protection Board assigned her to another placement from which she finally ran away.

When Margaret Tucker was 21 years of age she was released from domestic service and she moved to Melbourne.

This began a lifetime of social justice activism. In 1932 she was a founding member of the Australian Aborigines League, the first of many organisations she founded, all dedicated to overcoming inequality and disadvantage.

In May 1997, the Australian government released a national inquiry report on the forced removal of generations of First Nations Australian children from their families. The *Bringing Them Home* report concluded that from 1814, when Governor Macquarie founded the school for First Nations Australian children, the purpose had been to distance the children from family and community.

Policies aimed at separation continued, with children being given new names and transported long distances to prevent family members from tracing each other. Children were punished for speaking their own language and were deprived of their cultural identity and heritage.

At the end of the twentieth century, it was estimated that over one-third of all First Nations Australian Peoples were the descendants of the Stolen Generations.

SOURCE 3 During the nineteenth and twentieth centuries, First Nations Australian girls such as Biddy, pictured in 1887, were exploited by white families as a source of cheap labour.

Courtesy Bicentennial Copying Project, State Library of New South Wales.

Biddy, nursemaid to Mr & Mrs J S Gordon of Brewon Station, with John Gordon, Walgett, NSW, 1887

Social divisions

By the 1880s, apart from wealthy landowners and pastoralists, bankers and merchants were among the highest earners in the colonies. They established businesses close to the wharves to take advantage of the growing import and investment sectors. These businesses provided employment for accountants, clerks and shopkeepers.

Professionals such as doctors and lawyers also earned high wages. Most came from wealthy families and had been educated at private schools and universities in the colonies and overseas.

High-wage earners tended to build spacious homes in leafy suburbs away from the grime and pollution of the inner-city areas. Domestic servants were employed to maintain these homes and the wealthy families who lived there.

Until the 1880s most domestic servants were poor Irish immigrant girls working to help support their families. Many men and women preferred factory work, though, because it often paid better and it gave workers some independence. This preference led to a shortage of domestic workers in the 1880s. As the shortage grew, domestic workers were able to push for higher wages, more free time and better working conditions.

3.8.2 New technologies

By the 1880s new technologies meant the growth of new types of jobs. The expansion of manufacturing resulted in an increase in the number of engineers, who helped to develop machinery for factories. In many trades (for example, boot making), mechanised processes replaced manual labour.

The typewriter created new office jobs. Up to the 1880s, typists were mainly men, although the number of female typists increased after this. New methods of copying and **bookkeeping** were also changing officework.

Telegraph and telephone services became more common in the 1880s. The number of telegraph stations in the central business district of Melbourne doubled between 1880 and 1890. By 1890, there were almost 2000 telephone subscribers. New forms of communication required workers to develop new skills.

bookkeeping keeping records of financial accounts
telegraph device for sending messages over long distances

One of the most influential developments in the late nineteenth century was electricity. For some, however, electric lights just meant longer working hours.

aud-0487

SOURCE 4 Most servant girls endured demanding, and often harsh, working conditions. '"Missus" — From Sarah Jane's point of view' in *The Bulletin*, 23 June 1883

She is wanted at 6 am, or before, and keeps busy all day till bed time at 10 or 11 pm. 'No followers allowed', not even a brother or sister, lest they should eat or drink something, or take something home. The poor girl cannot sit with the 'family' — she is 'only a servant', and therefore has only the kitchen to sit in if she has any leisure. If there are any grown-up sons, she is liable to instant dismissal if one of them is seen speaking to her, and the daughters order her about as if she were a convict.

3.8 SKILL ACTIVITY: Using historical sources, Communicating

The sources in this lesson show the changes to working life that came as a result of the Industrial Revolution. The **SOURCE 4** account points to the social inequality that accompanied the changing patterns of work.

1. Conduct further **research** into the consequences of the Industrial Revolution and the groups in society who were advantaged, and disadvantaged, by this huge technological change.
2. You have been appointed to work on a government inquiry into workplace conditions and rights. Taking the information from the text, the sources and your own research, compile evidence outlining the problems, dangers and recommendations that are needed to deliver workplace equality, justice and protection.
3. Compile your research findings in a table form for quick reference, for example:

Problems and dangers	Recommendations
Overwork: 10–16 hours per day, 6 days a week	Legislation to enforce the maximum number of hours any employee should be forced to work Penalty rates for overtime

4. **Create** a poster aimed at factory employees, such as those pictured in **SOURCE 1**, informing them of their basic workplace rights. You are aware that many of the workers you want to communicate with have very poor levels of literacy. **Consider** how you can get your message across using powerful images.

3.8 Exercise

learnon

3.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 9	5, 8, 10	4, 6, 7, 11, 12

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Check your understanding

1. What social change occurred after the 1850s?
   - **A.** Many people stayed on the farms
   - **B.** Many people came to the cities looking for work
   - **C.** Many people stayed on the goldfields
   - **D.** Many people left Australia
2. Apart from landowners and pastoralists, who else were among the highest earning classes?
   - **A.** Bankers and merchants
   - **B.** Factory workers and housemaids
   - **C.** Accountants, clerks and shopkeepers
   - **D.** Doctors and lawyers
3. Use the words provided in the following table to complete the paragraph below **explaining** the nature of a 'fair go' in colonial society.

divisions	society	emancipists	freeborn
egalitarianism	racism	emancipation	convicts

Colonial Australian _____ was divided between soldiers and _____. With _____ the convicts became equal to the _____. Class _____ broke down when the _____ made wealth through their hard work. The belief in _____, or the 'fair go for all' was held as an Australian quality. Unfortunately this belief in equality was marred by _____.

4. **Describe** how hard workers' lives were.
5. **Identify** what new jobs were created with new technology in the late nineteenth century.

Apply your understanding

Using historical sources

6. **Examine SOURCE 1**. **Describe** what the engraving tells us about factory work for men and women. Use as many of the panels in the image as you can.
7. **Identify** two convicts who were of great importance to the development of colonial Sydney.
8. Read **SOURCE 4**. According to the writer, why is domestic service difficult work? **Propose** several reasons in your own words.

Communicating

9. Why would workers accept poor pay and conditions? Based on what you have learned in this lesson, **explain** your point of view.
10. **Discuss** the impact on the workplace of new technologies.
11. **Explain** why the 1870s' introduction of national schools was important in providing 'a fair go in Australia'.
12. **Discuss** the significance of the *Bringing Them Home* report to the history of Australia.

LESSON
3.9 When did the trade unions develop?

LEARNING INTENTION

By the end of this lesson you should be able to explain the development of the trade union movement and Australia's Labor Party, and identify key actions in seeking better working conditions and political representation.

TUNE IN

SOURCE 1 promotes the celebration of Labour Day in Australia. (Sometimes the spelling of the day is the same as for the political party: Labor.)

Labor Day commemorates the struggle that began in the mid nineteenth century for fair working conditions and the granting of the eight-hour work day.

1. List all the public holidays we have in Australia and suggest the different reasons we have them.
2. Discuss in pairs what you think Labour Day represents, and why it is of significance in many countries around the world.

SOURCE 1 Poster celebrating Labor Day in Australia.

3.9.1 Australian trade unions develop

Many people in nations across the world promote the idea that there are characteristics that make their people distinctive. In the late nineteenth century many Australians seemed to accept that the most important part of the Australian identity — the most typical Australian characteristic — was 'mateship', which was demonstrated by ordinary people standing by each other in the struggle to overcome tough conditions and injustice, particularly in rural areas. For those who thought this way, the development of trade unionism was a continuation of a tradition that went back to early convict days and was part of the 'pioneering spirit' of Australia's white history. It also seemed to be reinforced by the rebels at Eureka.

Trade unionism has been a very important influence on Australian life. Trade unions are formed by employees within an occupation or industry to bargain with employers for improved wages and conditions.

The first Australian trade unions were formed in the 1840s. They were temporarily disrupted by the gold rushes but were soon reorganised. By the 1850s many trade unions had been formed, strengthened by the ambitions of many gold rush migrants.

SOURCE 2 A banner for the United Operative Masons of Melbourne commemorating this union's achievement of the eight-hour working day

DID YOU KNOW?

One of the first great victories of the Australian union movement was the winning of the eight-hour work day on 21 April 1856 by the Stonemasons Union. The eight-hour day was confined to the building trades and not extended to most workers until the next century, but it continued to be celebrated with an annual procession. It was well attended. In 1879 the Victorian government declared it a public holiday and in 1934 it was renamed 'Labour Day'.

3.9.2 Tactics and policies

Unions used strikes and pickets to win their objectives. The first full-scale union picket was staged during the Bootmakers' Union strike in 1884. Unions also held strikes to protest against businesses employing Chinese workers, who were paid at much lower rates than Europeans. At its first meeting, in Sydney in 1879, the Inter-Colonial Trade Union Congress (later the **Australian Council of Trade Unions** or **ACTU**) unanimously opposed Chinese immigration.

SOURCE 3 Trade unionists with their banner in Broken Hill, NSW, around 1911

Exploitation of women

Women were exploited even more than men. They experienced harsh working conditions, long hours and lower rates of pay. The first colonial women's trade union was the Melbourne Tailoresses' Union. Founded in 1882, it campaigned against wage cuts for already poorly paid female workers in the clothing industry. Its campaign led to a parliamentary inquiry into **sweated labour**, and the establishment of boards to ensure that standards were in place for wages, working hours and conditions.

Factions and political parties

Workers could have improved their conditions by electing representatives to fight for their rights in the colonial parliaments. At first, however, factions and pressure groups dominated colonial politics. The main groups were the protectionists and the free traders. Both represented the interests of businesspeople.

Political parties began to emerge in the late 1880s as the protectionists and free traders became more organised. The most significant step in the development of political parties, however, was the birth of the labour parties. Since its inception, the Australian Labor Party (ALP) has had links with the trade union movement. Formed in 1891, it is the oldest political party in Australia and one of the oldest labour parties in the world.

Australian Council of Trade Unions (ACTU) the peak union organisation in Australia

sweated labour workers exploited by being made to work for long hours and with low pay

The sectarian divide

Among the convicts transported to Australia with the first European settlement were Irish political prisoners found guilty of involvement in rebellions against the British government. Irish rebels were exiled to a penal colony located in a distant land, and ruled over by British officials who were commonly anti-Irish and anti-Catholic in their attitudes. This was the beginning of what is called a *sectarian* divide; a colonial society divided between Irish Catholics and British Protestants. The distrust was so great that no Catholic priests were allowed into the colony for 30 years.

Irish Catholics played an important role in the birth of the Australian trade union movement, and the foundation of the Australian Labor Party. This was seen to be in opposition to the dominance of British Anglicans and Presbyterians in business. Political unrest in Ireland continued to stir the sectarian divide well into the twentieth century.

3.9.3 The great strikes of the 1890s

Trade unions achieved many of their goals up until the end of the 1880s. However, when a severe economic depression began in 1890, employer organisations fought back. Employers said they were fighting for 'freedom of contract'— the right to hire workers who were not union members and to pay them less than the wages that had been won by the unions.

The result was a series of great strikes between 1890 and 1894. The 1890 maritime strike affected all the eastern colonies and involved wharf labourers, seamen, ships' officers, transport workers and shearers. The 1891 shearers' strike saw armed clashes between shearers on the one hand and strike-breakers, the army and police on the other at Barcaldine in Queensland.

SOURCE 4 A portrait of shearers as 'unionist prisoners'. This photograph was taken at Barcaldine, Queensland, in November 1893 to mark the jailing of 13 shearer union leaders.

aud-0488

SOURCE 5 This news report describes what happened when unionists attempted to stop strike-breakers working at Port Adelaide during the 1890 maritime strike. It was published in *The Advertiser* (Adelaide), 29 October 1890.

About 6 a. m. a large body of unionists had assembled on the wharfs, but nothing serious occurred until about 8 o'clock, when some non-unionists were returning from work along Maclaren wharf and proceeding to the labour bureau for breakfast. They were surrounded by a body of unionists, who commenced to hoot, jeer, and ill treat them. One of the men being rather roughly handled drew a revolver, which he pointed at the unionists, but happily did not fire. The police arriving on the spot arrested three of the unionists and took the weapon away from the non-unionist, but the owner [of the revolver] was not apprehended …

Electing workers' representatives

The strikes failed because the employers were able to find strike-breakers to carry out much of the work and could use the law against the strikers. The failure of the strikes, the support the employers had from governments and the jailing of union leaders made unionists realise they needed new tactics. They decided to get workers' representatives into parliament to change the laws. Labour parties were set up in each colony.

William Guthrie Spence

The mateship and fraternity of the Victorian goldfields provided inspiration for the formation of the union movement, and the foundation of the Australian Shearers Union by W.G. Spence.

William Guthrie Spence migrated to Australia from Scotland at the age of six. He had no formal education and so from the age of 13 worked as a farm labourer, and later as a gold miner. Mining impressed upon Spence the need for collective action to protect workers and the conditions of their employment. His success in running the Victorian Miners Association pushed him into working to improve the conditions for shearers. By 1890 the Shearers Union established conditions for their members in New South Wales, Victoria and South Australia.

The defeat of the 1880s strikes led Spence and other unionists to move into politics, and support the movement for federation. In 1891 he supported the first Labour Party election campaign in New South Wales. With Federation, Spence was elected to the first Australian House of Representatives.

3.9.4 Forming the ALP

The Australian Labour Party entered federal politics at Federation, following the first Commonwealth elections in 1901. It comprised 16 members who had been elected to the first sitting of the House of Representatives and eight Senators. It was not until 1908 that the spelling of the party's name was changed to 'Labor'. The American English spelling recognised that many of the ideas of the US 'labor' movement were dominant internationally and influenced the early tactics of the ALP.

DID YOU KNOW?

Australia's first labour government — indeed the first labour government in the world — was elected in Queensland in 1899. It lasted only seven days. A **minority government** had been formed, with Anderson Dawson as the state's first labour premier. It ended a week later when motions enabling it to continue to govern were defeated.

minority government a government that has fewer than half the seats in a lower house of parliament

3.9 SKILL ACTIVITY: Communicating

Australia of the late colonial period was described by many as a 'working man's paradise', because it was believed to be a land that provided jobs and opportunity. The economic depression of the early 1890s led to high unemployment levels, financial hardship, strikes and social unrest.

Think about what would have motivated one of the men in **SOURCES 2** and **3**, and which nineteenth-century workplace rights he would have been standing up for.

1. Imagine you are a journalist assigned to write a story on the trade union movement. **Research** the background to one of the unions referred to in the sources or text of this lesson.
2. You are particularly interested to find out if your unionists consider Australia to be the 'working man's paradise'. **Compose** five questions that you believe will provide your readers with an understanding of the union's role in the late nineteenth-century workplace, and the long-term aims of the union movement.

3. After you have framed your questions, **consider** how you think the nineteenth-century unionists would have responded, and why the formation of the Labor Party in 1890 was of such significance to the trade union movement.
4. The newspaper has given you 20 lines to **write** up the findings from your interview and research. Your headline is 'Is Australia the Working Man's Paradise?'. Begin your short article with a strong statement to grab the reader's attention and then provide evidence to support your opinion piece.

3.9 Exercise

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3.9 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 7, 11	3, 5, 6, 8, 10	4, 9, 12

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Check your understanding

1. **Identify** two reasons why trade unions are formed.
   - A. To ensure that the work is completed on time
   - B. To ensure that previously gained social improvements are maintained
   - C. To bargain with employees for improved wages and conditions
   - D. To bargain with employers for improved wages and conditions
2. **Identify** the economic reason that unions opposed Chinese immigration.
   - A. The Chinese workers were paid more.
   - B. The Chinese workers were unskilled.
   - C. The Chinese workers were not of European descent.
   - D. The Chinese workers were paid less.
3. Whose interests did free traders and protectionists represent?
   - A. Women and children's
   - B. Business people's
   - C. Workers'
   - D. Chinese immigrants'
4. How did employers try to lower wages in the 1890s? **Explain** why they might have done this.
5. **Identify** the results of the strikes of the 1890s. **Explain** why they failed.
6. **Identify** four significant aspects about the formation of the ALP and its early history.
7. What was Australia's 'sectarian divide'?

Apply your understanding

Using historical sources

8. a. **Examine SOURCE 2. Identify** the labels on the three sides of the central triangle.
   b. **Explain** what **SOURCE 2** suggests about the importance of the eight-hour working day.
9. a. **Describe** the appearance of the unionists in **SOURCE 3**. Why might they be dressed this way?
   b. The slogan on the banner in **SOURCE 3** reads, 'To assist but not to injure'. **Explain** why the union might have chosen this slogan.
10. What does **SOURCE 4 suggest** about the attitudes of the shearers in the photograph? **Explain** why you think this photo was taken.
11. **Identify** from **SOURCE 5** why unionists felt the government was on the side of the employers.

Historical perspectives and interpretations

12. **Suggest** reasons why the goldfields provided inspiration for the development of the union movement, and the career of political figures such as William Guthrie Spence.

LESSON
3.10 Who shaped the Australian colonial identity?

LEARNING INTENTION

By the end of this lesson you should be able to investigate what the evolving national identity of being 'Australian' meant at the end of the nineteenth century.

TUNE IN

SOURCE 1 captures an image of Australia that many people in 1894 would have identified with. The art of Tom Roberts and the literature of Banjo Paterson (**SOURCE 2**) contributed greatly to the creation of this distinctly Australian identity.

SOURCE 1 *The golden fleece*, painted by Tom Roberts in 1894. You can compare this image to Roberts' more famous work, *Shearing the rams*.

1. How would you describe the 'typical' Australian as depicted in **SOURCES 1** and **2**?
2. Discuss in pairs the key features of Australia's twenty-first century identity.

3.10.1 Radical and nationalist

Ideas of national identity and national types became popular in Europe, Canada and the United States in the 1800s, shaping and reshaping maps, alliances and culture.

By the late nineteenth century two very different kinds of nationalism existed in Australia. A majority of Australians were what historians have called 'imperial loyalists'. They thought of themselves as Australian Britons and felt deep loyalty to Britain and the British Empire. A different kind of sentiment was felt by Australians whom historians have called 'radical nationalists'. These people believed that Australia should be independent from Britain and should create a society that was fairer and more egalitarian than Britain's.

Radical nationalists saw the typical Australian as a bush worker, like the gold rush diggers and the unionist shearers and drovers. He was seen as independent, opposed to class distinctions and English snobbishness, and loyal to his mates. Women usually had very little part in this image. Many Australian short stories, poems and artworks of the 1880s and 1890s depict such 'typical Australians'.

aud-0489

SOURCE 2 Extract from Banjo Paterson's 1889 poem *Clancy of the Overflow*. This section provides a rather romantic image of droving in contrast to the 'foulness' of city life.

In my wild erratic fancy visions come to me of Clancy
Gone a-droving 'down the Cooper' where the Western drovers go;
As the stock are slowly stringing, Clancy rides behind them singing,
For the drover's life has pleasures that the townsfolk never know.
And the bush hath friends to meet him, and their kindly voices greet him
In the murmur of the breezes and the river on its bars,
And he sees the vision splendid of the sunlit plains extended,
And at night the wond'rous glory of the everlasting stars.
I am sitting in my dingy little office, where a stingy
Ray of sunlight struggles feebly down between the houses tall,
And the foetid air and gritty of the dusty, dirty city
Through the open window floating, spreads its foulness over all. SOURCE 3

SOURCE 3 Portrait of Banjo Paterson on the Australian ten dollar note

3.10.2 White and male

Racism was part of both kinds of Australian nationalism. Imperial loyalists believed that Britain had the right to rule over other races they believed were inferior to the British. Radical nationalists wanted to create a workers' paradise in Australia, but they thought this dream could be achieved only by keeping out non-Europeans, who they believed did not share their values and whose cheap labour would be used to destroy the gains won by Australian workers. They also considered non-Europeans insufficiently educated or intelligent to share in an Australian democracy.

Identity and the Dreaming

The Dreaming reinforces the physical and spiritual links between the many First Nations Peoples of Australia. These shared understandings define identity and reinforce physical obligations and spiritual links with Country. William Barak lived at Coranderrk (see section 2.9.4) in the 1880s and 1890s. His artwork recorded encounters with colonial society, life at Coranderrk and the Wurundjeri traditions and stories.

In 2022 First Nations Australian Elder and Barak descendant Ron Jones explained how William Barak expressed the identity of his people during the colonial period:

SOURCE 4 An 1898 painting by First Nations Australian artist William Barak (c. 1824–1903) of the Wurundjeri Peoples

Figures in possum skin cloaks 1898

'...Uncle William's paintings were depicting our culture and our history, through drawings. If people know how to read William Barak's paintings, he's telling the story of Wurundjeri people, not just Wurundjeri but all the people living on Coranderrk.'

Art and literature

Even before stories and poems about the bush were published, there were traditions of storytelling and singing among rural itinerant workers. These had developed from old convict ballads and Irish songs. Writers such as Andrew 'Banjo' Paterson drew on these traditions to create ballads about the bush and its heroic characters. Paterson's works include *Waltzing Matilda, Clancy of the Overflow* and *The Man from Snowy River*.

Henry Lawson (see **SOURCE 5**) also wrote about people living in the bush. His mother, Louisa, was an early Australian campaigner for women's rights, and her strong influence is seen in some of the female characters that feature in Lawson's stories. *The Drover's Wife* (see **SOURCE 6**) depicts a brave and resilient woman protecting her children while her husband is away for long periods.

aud-0490

SOURCE 5 Henry Lawson

SOURCE 6 Extract from *The Drover's Wife* by Henry Lawson

She is not a coward, but recent events have shaken her nerves. A little son of her brother-in-law was lately bitten by a snake, and died. Besides she has not heard from her husband for six months, and is anxious about him …

… She is used to being left alone. She once lived like this for eighteen months. As a girl she built the usual castles in the air, but all her girlish hopes and aspirations have along been dead. She finds all the excitement and recreation she needs in the Young Ladies' Journal, and Heaven help her! takes a pleasure in the fashion plates …

… One of the children died while she was here alone. She rode nineteen miles for assistance, carrying the dead child.

However, much of the art and writing of the period celebrates hard physical labour and masculine endeavour. Women were often associated with more passive, domestic roles. This is another reason why *The Drover's Wife* is such an extraordinary story.

Many of the works of art also told dramatic stories about the trials and hardships of rural living, though not all of these works portrayed this life as one of heroic struggle.

Paterson and Lawson both contributed to a literary journal called *The Bulletin*. It promoted political ideas such as **republicanism** and white superiority. Its slogan was 'Australia for Australians' until 1908, when it was changed to 'Australia for the White Man'.

republicanism the belief that a country should be a republic (where the country has an elected or appointed head of state), not a monarchy (where the head of state is a king or queen)

SOURCE 7 Tom Roberts' *A break away!* Painted in 1891, this picture shows a lone figure desperately trying to avert disaster as his herd of thirsty sheep rushes for the water.

aud-0491

SOURCE 8 Written by Henry Lawson, published in *The Bulletin* in 1887, *A Song of the Republic* is Lawson's first published poem.

A song of the Republic
Sons of the South, awake! arise!
Sons of the South, and do.
Banish from under your bonny skies
Those old-world errors and wrongs and lies.
Making a hell in a paradise
That belongs to your sons and you.
Sons of the South, make choice between
(Sons of the South, choose true),
The Land of Morn and the Land of E'en,
The Old Dead Tree and the Young Tree Green,
The Land that belongs to the lord and the Queen,
And the Land that belongs to you.
…
Sons of the South, aroused at last!
Sons of the South are few!
But your ranks grow longer and deeper fast,
And ye shall swell to an army vast,
And free from the wrongs of the North and Past
The land that belongs to you.

John Feltham Archibald and *The Bulletin*

J.F. Archibald was an Irish Catholic born in Geelong West, Victoria. His decision to change his birth name to Jules Francois Archibald reflected his love and great interest in 'everything French'. His other passion in life was the weekly paper he launched in 1880 featuring political, business and literary news. *The Bulletin* gained popular colonial support and provided young writers the opportunity to publish short stories and poetry. The paper encouraged and expressed the emerging nationalist sentiments of the colonial period, particularly through the literary work of the group known as the 'bush poets'.

Qualities such as mateship and resilience were celebrated in the literary works of contributors such as Henry Lawson and Banjo Paterson. The beliefs in freedom of speech, liberty, equality and social justice championed by the paper were not extended to First Nations Australians or non-European Australians. Despite the narrow definition of an Australian identity, the paper did promote Federation, the labour movement and a group of women writers who are celebrated as greats of Australian literature. Barbara Baynton's stories did not romanticise the bush life of Lawson and Banjo Paterson. Her Australian landscape was harsh and isolated, and dominated by men who lived with the daily struggle for survival in a vast and unforgiving landscape. The realism of her *The Bulletin* stories reflected the darker side of the Australian colonial identity.

DISCUSS

Before studying this lesson, how would you have described a typical Australian? How has learning about the development of Australian identity changed your ideas about being Australian?

3.10 SKILL ACTIVITY: Using historical sources

Two different aspects of the Australian identity emerged towards the close of the colonial period: the 'imperial loyalists' and the 'radical nationalists'.

- **Create** your own definition of these two perspectives on Australia.
- Locate and **research** some further examples of art and literature expressing the Australian identity of the period.
- **Select** five different primary sources created during the late nineteenth and early twentieth century for **analysis** (select different literary forms and different artists).
- Make a **summary** of your source interpretations in two columns, for example:

Source	Summary of content/Expression of Australian qualities and identity
The Drover's Wife Short story by Henry Lawson	Heroic image of a stoic and resilient woman protecting her children while dealing with the harshness and loneliness of the Australian bush
A break away! Painting by Tom Roberts	A brave, lone horseman working in the isolation of the vast bush desperately trying to control a herd of sheep charging towards water

- **Evaluate** the message and expression of Australian identity of the chosen sources by **identifying** the similarities and differences.
- As a concerned reader of the 1908 *The Bulletin* magazine, **write** a letter to the editor challenging the racist and sexist view of identity communicated in the slogan 'Australia for the White Man'. **Communicate** why you believe *The Bulletin*'s view of our identity does not reflect Australia as you know it. Your letter should suggest *The Bulletin* represent a more inclusive image of the Australian identity, including women (*The Drover's Wife*), non-white Australians (Robert Dowling paintings), city dwellers and children (paintings by E. Phillips Fox).

3.10 Exercise

learnon

3.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 6, 7	2, 8, 9	5, 10, 11, 12

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- Receive immediate feedback
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Check your understanding

1. **Identify** the two different types of nationalists that existed in Australia by the late nineteenth century.
   - **A.** Radical nationalists
   - **B.** Radical loyalists
   - **C.** Imperial loyalists
   - **D.** Imperial nationalists
2. **Identify** the qualities of the typical bush worker as seen in the radical nationalist tradition.
   - **A.** Law-abiding
   - **B.** Rebellious
   - **C.** Opposed to English class distinctions
   - **D.** Loyal to the British Empire
   - **E.** Loyal to his 'mates'
   - **F.** Dependent
3. Women played only a small part in the creation of the image of the 'typical Australian' of radical nationalism. True or false?
4. **Name** two writers who wrote about Australian bush characters.
5. **Explain** why *The Drover's Wife* is an extraordinary story.
6. Use the words provided in the following table to complete the paragraph below **explaining** the role of John Feltham Archibald and *The Bulletin* in shaping colonial identity.

nationalism	Paterson	*The Bulletin*	liberty
Baynton	1880	politics	Federation

J. F. Archibald launched _____ newspaper in _____ to provide the opportunity for writers like Banjo _____, Henry Lawson and Barbara _____ to publish stories and poetry about life in Australia. *The Bulletin* also covered business and _____. The paper expressed the emerging _____ of the later colonial period, and celebrated mateship and the importance of _____ and equality in the build up to _____. Unfortunately, the paper did not extend the vision of a nation built on the principle of equality to First Nations Australians or non-European Australians.

Apply your understanding

Using historical sources

7. In **SOURCE 2**, **identify** the 'pleasures' of the drover's life.
8. **Identify** what **SOURCE 6** suggests about the qualities of bush women.
9. **Examine SOURCE 8**. What is the main point of Lawson's poem?
10. Using all of the sources in this lesson **describe** the vision of national character they express. Try to include contradictory elements if you can.
11. **Examine SOURCE 8**. **Explain** what Lawson might have meant by 'old-world errors and wrongs and lies' and the sort of future he predicted for Australia as a republic.

Historical perspectives and interpretations

12. **Evaluate** the importance of the bush worker as a representative of the Australian character. Is it possible for any one idea to express a 'national type'? **Outline** your view.

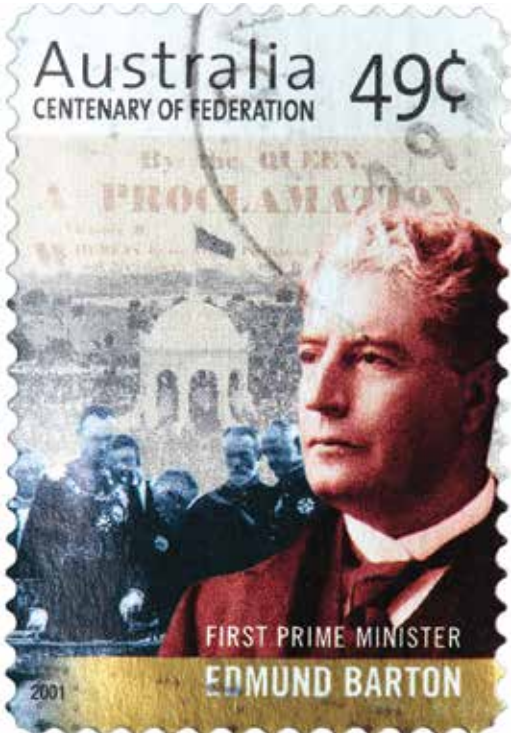
LESSON
3.11 INQUIRY: The Federation Game

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of the key events, individuals and challenges that impacted Australia's path to federation.

Background

On 1 January 1901, the six British colonies in Australia became a Federation. Edmund Barton was sworn in as the new nation's first prime minister. Australia's first Federal Parliament met on 9 May 1901 to begin the task of drafting the laws for the new nation. Federation was a victory over the many political, economic and social differences that had increasingly divided the colonies from the time of the first European settlement. Federation was finally achieved after a decade of robust campaigning, countless public meetings and many compromises.



There were many issues standing in the way of unity and nationhood. Strong loyalties to specific colonies meant that many people identified as either Tasmanians, New South Welshmen or Queenslanders rather than as Australians. In referendums held in 1898 and 1899 the public was asked to vote 'Yes' or 'No' to a proposed Australian constitution. In the 1898 referendum less than half the eligible voters bothered to even participate, showing a total lack of interest in the process of nation building. The question of free trade or 'protection' divided New South Wales and Victoria; New South Wales politicians believed Sydney should be the nation's new capital while those in Victoria thought it should be Melbourne; the other colonies believed it should be neither of those cities. Even the railway networks between Victoria and New South Wales were divided by the different gauges of the railway tracks.

Despite the many sources of opposition to Federation, at the beginning of the new century Australia succeeded in becoming the only nation on Earth to occupy a whole continent. Ahead lay the great task of building a new nation, beginning with the creation of symbols to represent Australia: a flag, a coat of arms, a currency, postage stamps and a national capital.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

In this inquiry you will put your knowledge to use by developing a game identifying all of the key events, personalities, issues and challenges marking Australia's path to Federation.

Discuss the following:

What were the key events, personalities, issues and challenges marking Australia's path to Federation?

Step 1: Questioning and researching

Decide on your inquiry question before you begin researching.

Work in pairs to conduct your **research** of the history of Federation and to design your game.

You will need to **research** the different rules of games, such as Snap or Snakes and Ladders, before you decide what format you will use to **create** your Federation Game. Snakes and Ladders, for example, could become question card possibilities. A correct answer could send a player up a ladder, and an incorrect answer send a player down the ladder. Your aim is to **create** an interesting game that will test players' knowledge of the history of Federation.

Step 2: Using historical sources

Start your Federation history research by revisiting the content in this topic to ensure you are familiar with the key events, personalities and issues of this period in Australia's history. Locate other sources of information and images to add depth to your knowledge of Federation, the main events, and the steps forward and obstacles along the way to nationhood.

Step 3: Historical perspectives and interpretations

Decide how you are going to organise your research findings. **Construct** a timeline from your research so that you have a clear chronology of events. You could make a list of headings based on events, organisations and the people shaping the birth of our new nation. Ensure you keep a record of the source details of additional information you find online, in books or film.

Step 4: Communicating

Discuss how you are going to **communicate** and **present** your historical knowledge and concepts in the form of a game. You could **create** your game with cardboard cards and a playing board, or you may choose to construct your game digitally. Remember to **create** an instruction sheet on how to play your Federation Game.

Present your game to other members of your class so that everyone can enjoy learning about the birth of our nation.

Complete your self-assessment using the **Inquiry rubric** or access the 3.11 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39692)

LESSON
3.12 When did Australian women gain political rights?

LEARNING INTENTION

By the end of this lesson you should be able to explain the long campaign for political rights and representation for Australian women.

TUNE IN

'*I am a human being, and I believe nothing human is outside my sphere.*' — Terence

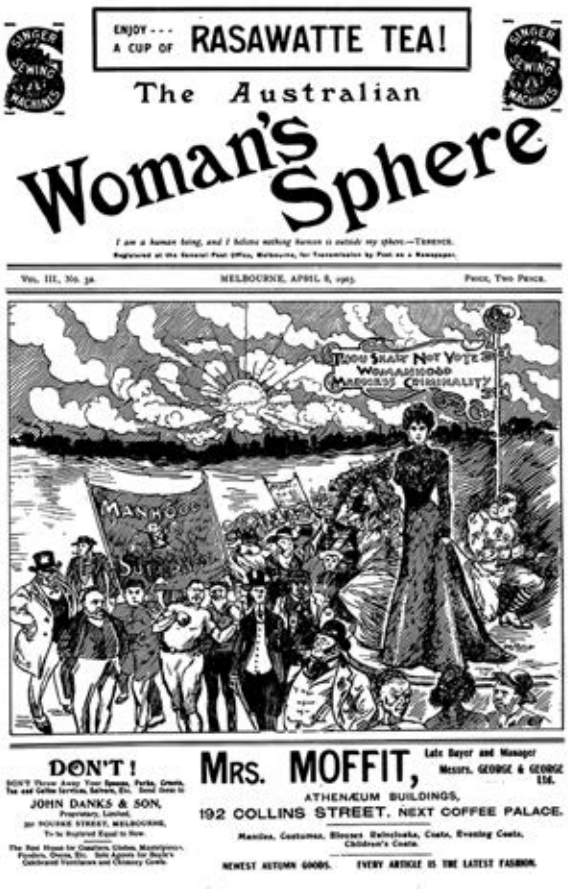
Shown on the front cover of *The Australian Woman's Sphere,* April 8th 1903 — A procession of men march past under the banner of manhood suffrage, a glass of beer and golf clubs. They include a boxer and men of all classes and even non-European males. The noble Vida Goldstein, representing womanhood, is chained to the pole of 'thou shalt not vote', along with 'madness' and 'criminality'. The rising sun of 'women's suffrage' is in the background. One of the males in the foreground is a brewery owner.

Refer to **SOURCE 1** and the words written in small print beneath the magazine's name, *The Australian Woman's Sphere*.

The words are attributed to Publius Terentius Afer, commonly known as Terence. Terence was a Roman writer who lived in the second century BCE, during the period of the Roman republic.

1. What do you think Terence meant by this statement?
2. Why did the publishers of *The Australian Woman's Sphere* adopt it as their slogan?

SOURCE 1 The front cover of *The Australian Woman's Sphere*, 8 April 1903.



3.12.1 Women in the workforce

During the nineteenth century there was great social inequality between the sexes. Most rewarding jobs were closed to women, who usually had to give up their jobs when they married. Women were expected to devote their lives to their families, yet they had little power within marriage. Many people came to see that women's **suffrage** was needed as a first step towards overcoming such inequalities.

suffrage the right to vote

In the paid workforce, women were paid much less than men even for the same work. In the clothing trade, women worked up to 90 hours a week. Female domestic servants received very small wages, board and leftover food for working 14-hour days with only occasional weekends off. A skilled tradesman earned five times as much but even his wage was barely enough for rent, food and other essentials for a family.

Nevertheless, as one century closed and another dawned, women's participation in paid work began to change rapidly. By 1913, women accounted for nearly a quarter of all manufacturing employees and were enjoying better wages and more independence than those in domestic service. Administrative work, especially in using the new typewriters, became increasingly common. But pay rates continued to be low and, while a few jobs such as fruit picking would give equal pay for equal work, most women would receive only one-third of the wages of their male counterparts.

Fighting for women's political rights

Laws on marriage, divorce, property and custody of children all favoured men. Change could come only through political action. In the late nineteenth century women formed organisations in each Australian colony to campaign for the right to vote.

They believed their vote would bring about improved working conditions, equal pay, better education for girls and more opportunities in the professions. Women also thought that being entitled to vote would provide them with greater power within the home, protecting vulnerable women against violent abuse, giving them property and custody rights and raising the age of consent. A number of women's groups campaigning for votes for women were also demanding restrictions on the consumption of alcohol (these were known as 'Temperance' unions), believing a more sober society would be a safer one. The Women's Christian Temperance Union (WCTU) was one such group, and was sometimes ridiculed in the media as the 'Water, Coffee, Tea Union'.

The first branch of the WTCU was formed in 1885, and then in 1891 it held the first gathering of an Australian women's organisation. While promoting traditional family values, the union had a wide welfare agenda aimed at the protection of women and children. The union encouraged women to actively participate in politics and public life, believing that gaining the vote was the only way to bring about real social change.

DID YOU KNOW?

In 1894 South Australian women gained the vote. New Zealand women had led the way, gaining voting rights in 1893. Women won the vote in Western Australia in 1899, federal government elections and New South Wales in 1902, Tasmania in 1903, Queensland in 1905 and Victoria in 1908.

Only South Australia and the Commonwealth had given women the right to stand for election to Parliament as well as to vote. The right of women to stand for election to Parliament was won in New South Wales in 1918, Western Australia in 1920, Tasmania in 1921 and Victoria in 1923. In 1921, with her election to the lower house of Western Australia, Edith Cowan became Australia's first female member of Parliament.

The power of the pen

In New South Wales in 1888, Louisa Lawson (the mother of Henry Lawson) founded a newspaper called *The Dawn* to make people aware of women's issues. In 1889 she founded the Dawn Club to campaign for women's suffrage. In 1891 women's suffrage societies presented the Victorian Parliament with a petition with more than 30 000 signatures supporting votes for women.

Catherine Helen Spence was born in 1825 in Scotland, her family migrating to South Australia in 1839. She worked as a governess and then set out to fulfil her ambition to become a writer. In 1854 Spence's novel *Clara Robinson: A tale of South Australia during the gold fever* was published. This was the first novel about Australia

to be written by a woman. In the 1870s she turned her literary skills to campaigns to improve education, welfare and electoral reform. She co-founded the *Boarding-Out Society*, an organisation formed to find homes for orphaned and destitute children, and pushed for the creation of kindergartens and secondary schools for girls.

In 1897 Catherine Helen Spence became the first Australian woman to stand for political office. She was unsuccessful in her bid to join the Federal Convention in Adelaide. She nevertheless continued campaigning for female suffrage across Australia. When she died in 1910, she was remembered as the 'grand old woman of Australia'. Her lifetime of service in building social justice into the new Australian nation was commemorated on the Australian five-dollar note issued for Australia's centenary of Federation. Vida Goldstein was an equally important campaigner for women's rights. She was born in 1869 in Melbourne, where she worked for slum clearance, prison reform and votes for women. In 1899 she became president of the Women's Suffrage League.

3.12.2 Slow progress

Vida Goldstein fights on

Vida Goldstein (see **SOURCE 2**) ran two magazines for women's rights: *The Australian Woman's Sphere* (1900–05) and *The Woman Voter* (1909–19). She stood for election to the Senate on five occasions without success. However, she received many votes from men and women, and her election campaigns increased awareness of the unfair way women were treated. In 1903, she was guest speaker at a women's meeting in the United States and, from 1911 to 1913, she helped the British women's suffrage movement. In Britain the vote was not extended to all adult women until 1928.

SOURCE 2 A portrait of Vida Goldstein, painted in 1944 by Phyl Waterhouse

During World War I, Vida championed pacifism as well as feminism. She founded the Women's Peace Army in 1915 and was involved in a number of charitable works supporting vulnerable women. In 1919, she represented Australia at the Women's Peace Conference in Zurich. She was away from Australia for three years. Vida described herself as a democrat working for the complete equality of women with men and decent standards of living for all.

Voting rights for women were opposed by a number of male politicians who argued that women were not sufficiently educated or intelligent to vote and that their vote would be too easily influenced by their husbands, employers or unscrupulous politicians. They also expressed the idea that women who were interested in politics would neglect their families, have fewer children and that the divorce rate would go up.

DID YOU KNOW?

Vida Goldstein supported trade unions and **socialism**. During World War I, she campaigned for peace, despite losing many supporters. She died in 1949. An electorate in Melbourne is now named after her.

socialism a political system in which the government controls the economy to ensure greater equality

Some newspapers and publications portrayed women who campaigned for voting rights as ugly, unmarried and aggressive, suggesting in a rather obvious way that they were not really 'feminine'. Others portrayed women as too innocent or naive to use their vote responsibly or simply ridiculed the idea.

tlvd-10721

SOURCE 3 *Here, you man! Where's that vote you promised me?* This cartoon was published in *The Worker*, a Queensland trade union newspaper, on 17 November 1900. The woman probably represents Emma Miller, a prominent Queensland feminist of the time, while the man she is intimidating is the unsympathetic Robert Philp, the Queensland premier.

A Word of Warning.

The Trades-Unionist Sheep Shear Co-operative Society warns all Australian Shearers against the use of Inferior Articles produced by non-Trades Union Firms.

The T.U.S. BRAND

DEFIES COMPETITION, and Challenges All Others to the Severest Test.

The Worker

OFFICIAL JOURNAL OF THE FEDERATED WORKERS OF QUEENSLAND.

Vol. II—No. 498. BRISBANE, NOVEMBER 17, 1900. Price, One Penny.

USE T.U.S. SHEARS.

THEY HOLD THE WORLD'S RECORD.

Manufactured by the T.U.S. Co-Operative Society, SHEFFIELD.

"Here, you man! Where's that Vote you promised Me?"

SOURCE 4 The Queensland premier, Robert Philp, was one of the opponents of votes for women. Here he is being portrayed as a butcher of democracy, published in *The Worker*, 11 August 1900.

SOURCE 5 The Victorian woman: 'We demand our votes. We will have 'em.' The Conservative Party: 'I assure you they're very unbecoming, ma'am. Just look at Miss South Australia there!' 'A question of propriety', *The Critic*, 26 August 1899

3.12 SKILL ACTIVITY: Using historical sources, Communicating

1. **SOURCE 1** is the cover image of Vida Goldstein's monthly publication, *The Australian Woman's Sphere*. Vida Goldstein stands in the centre. She is surrounded by men, of many nationalities and social groups, waving a 'manhood suffrage' banner. There are three foreground figures who stand apart from the procession of suffrage men. Who do you think these groups are?
2. With reference to the lesson text and sources:
   - **Identify** areas of discrimination during this period.
   - **Consider** the radical nationalist identity, as discussed in the previous topic, and **suggest** how this may have contributed to discrimination against women.
   - Refer to the **SOURCES 3, 4** and **5** cartoons to **identify** the range of attitudes towards women, discrimination and levels of support for the women's suffrage movement.
3. You have been assigned to work with Vida Goldstein (**SOURCE 2**) on the women's suffrage campaign. Your campaign group is composed of representatives of different organisations, such as the Dawn Club. **Conduct research** on these groups, personalities and events, such as the 1919 Women's Peace Conference held in Zurich to locate some background information.

You need to carefully consider your message, your target audience and your opposition by **analysing** the sources and **evaluating** the range of views the broader Australian community holds about the role and place of women in the early twentieth century.

Members of your group now need to **communicate** your suffrage message. Group members need to take responsibility for one of the protest strategies; for example, writing the letter to Parliament, writing lecture notes for a public meeting, and **creating** posters and leaflets promoting your cause.

3.12 Exercise

learnon

3.12 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 6, 9	5, 7, 8, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. During the nineteenth century women were treated as equal to men. True or false?
2. Apart from women fruit pickers, who received equal pay, what proportion of men's pay did women generally receive in the early twentieth century?
   - **A.** One-third
   - **B.** One-half
   - **C.** One-quarter
   - **D.** Two-thirds
3. **Match** the Australian states with the year in which Australian states gave women the vote.

New South Wales	Victoria	Western Australia	Queensland	South Australia	Tasmania
1894	1899	1902	1903	1905	1908

4. **a.** **Identify** the reasons that women campaigned for the right to vote.
   b. **Explain** why some people opposed giving women the vote.
5. **Identify** the ways that Vida Goldstein and Catherine Helen Spence worked to improve Australian society.

Apply your understanding

Using historical sources

6. **Describe** the message of **SOURCE 1**. Is it convincing?
7. **Examine SOURCES 3, 4** and **5**. **Explain** how the campaign for women's votes has been represented in these cartoons.
8. **Identify** what **SOURCES 3, 4** and **5** reveal about attitudes at the time. **Explain** how each source might help us understand the debate over women's suffrage.
9. **Describe** the ways in which Queensland premier, Robert Philp, is depicted in **SOURCES 3** and **4**.

Historical perspectives and interpretations

10. **Outline** Vida Goldstein's contribution to the female suffrage movement. How significant was her role in achieving women's right to vote in Australia? **Explain** your view.

LESSON
3.13 Why did the colonies move to Federation?

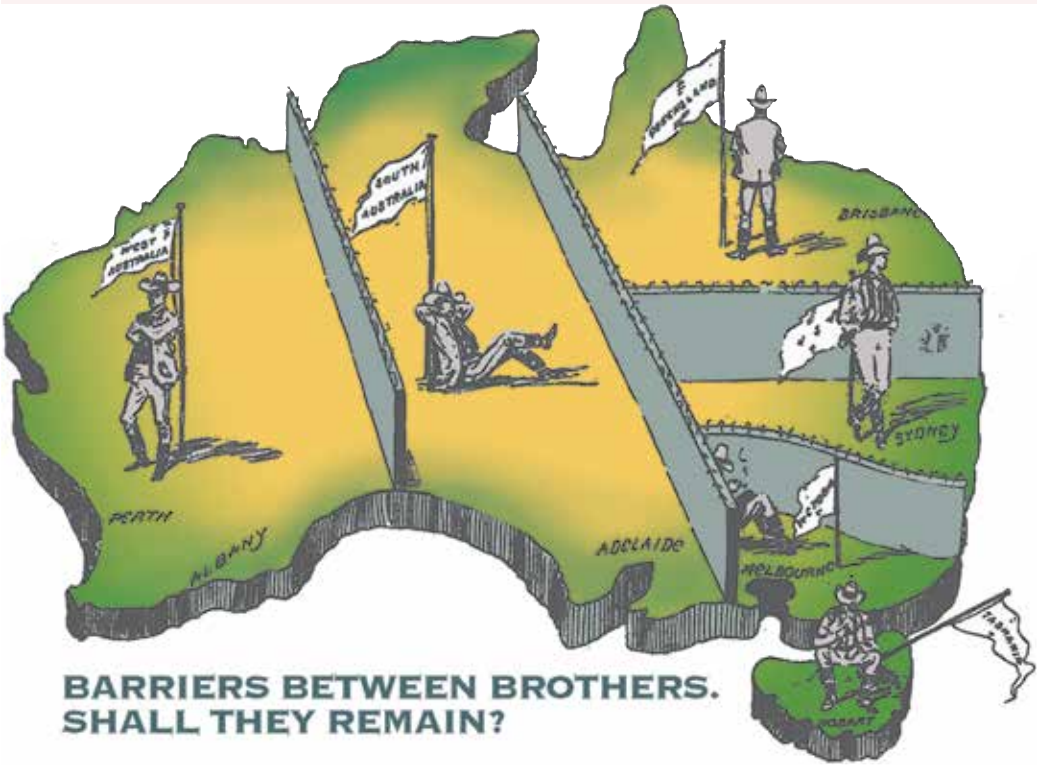
LEARNING INTENTION

By the end of this lesson you should be able to explain the ideas and identify the individuals shaping the history of Australian Federation.

TUNE IN

SOURCE 1 presents an image of Australia as it was before Federation.

SOURCE 1 This 1891 newspaper cartoon (with colour added) summed up the way many people saw the colonies at the time. The 'stone walls' at state borders were more than just custom duties. There were many other factors separating the colonies.



Identify three aspects of our lives, as citizens of a modern unified nation, that you think would be different to living in the Australia depicted in **SOURCE 1**.

From your **SOURCE 1** analysis discuss:
1. why the Australian Capital Territory is missing from **SOURCE 1**
2. why federation is of significance to modern Australia.

3.13.1 Why federate?

By 1880, the six British colonies were getting closer to merging as one nation. For the next 20 years, the issue of **Federation** dominated political discussion between the colonies until, on 1 January 1901, the Commonwealth of Australia was proclaimed.

Federation movement of colonies to form a nation

Between 1855 and 1860 all colonies except Western Australia had their own governments. They governed independently of each other. For instance, laws concerning

trade and **tariffs**, postal services, railway line widths, internal telegraph systems and defence forces differed from colony to colony.

These differences caused many frustrations, especially for those conducting business.

The reasons for Federation are quite complex and certain factors were important at different stages of the process.

National defence

By the 1880s, three security issues worried the colonial governments in Australia:

1. The French had been interested in the country from the 1770s, and had a colonial presence in New Caledonia. This was close enough to the Australian east coast for French warships to create problems if relations between Britain and France ever worsened.
2. Germany had established colonial outposts in Northern New Guinea and Samoa, posing a potential threat to colonial sea routes.
3. Russia's Pacific Fleet especially was a potential threat after the **Crimean War**. Fortifications had been built to protect many Australian ports and harbours.

A unified defence force seemed to offer advantages, though most Australians (and the governments) looked to Britain to defend Australia in time of danger.

Immigration concerns

There was continued concern about the possibility of a large number of non-Europeans coming into the country. The experience of the gold rushes had made many wary of the Chinese. When South Sea Islanders were brought into Queensland, many colonists feared this meant they would lose jobs or have reduced wages. This unrest allowed politicians to argue for a national policy controlling immigration. Different groups promoted the idea of a white Australia for different reasons. The newly formed labour parties were particularly strong in their opposition to non-European migration, fearing that anyone willing to work for lower wages (or anyone able to be easily exploited by employers) would drive down wages for all working Australians.

Transportation and communication

There were also practical concerns, many of them offering economic benefits. The width of railway lines differed between colonies. This meant people had to change trains and goods had to be transferred from one train to another at the borders. It was also argued that a common railway gauge would be vital in any military crisis.

Vision of unity

Some Australians believed that Federation was a national destiny. One of the leaders of the movement was the young lawyer Alfred Deakin. It was his view that each Australian was an 'independent Australian Briton' and that Federation represented 'the highest development of the possibilities of self-government.' Without unity, he argued, 'we find ourselves hampered in commerce, restricted in influence, weakened in prestige'. Another leader was the ambitious and talented Isaac Isaacs from Victoria who claimed that he looked forward to the day when he could say, because of Federation, 'I am an Australian'.

White Australia and Federation

The Australian Natives' Association was founded in 1871 as a voluntary society aimed at raising funds to assist Australian workers and their families who were in financial difficulty. Membership was restricted to those who had been born in Australia, and who were white. The Association provided support for Federation and, in response to fears of invasion and immigration, the White Australia policy. White Australia was a denial of non-European colonial settlers, and First Nations Australians.

Before Federation, all First Nations Peoples of Australia were British subjects and theoretically entitled to vote. In 1885 the Queensland government removed this

tariff a duty charged on imports
Crimean War war fought between Britain and its allies and Russia, 1853–56

right, followed by Western Australia in 1893. First Nations Australians' rights played no part in the lead up to federation, but with Federation two limitations were placed upon them:

- Article 51 gave the federal government power to make laws for people of any race, *other than the Aboriginal race in any state,* for whom it was deemed necessary to make special laws. The effect of this was to prevent the federal government making laws to benefit First Nations Australians.
- A second mention of First Nations Australians was related to the Census. The constitution stated: *In reckoning the numbers of people of the Commonwealth, Aboriginal natives should not be counted*. Larger states did not want the smaller states to increase their numbers by including First Nations Australians, while smaller states did not want First Nations Australians included in taxation calculations.

The question of the franchise for First Nations Australians was more complicated. At the time of Federation, all those who had voting rights in state elections also had voting rights in the federal election. *The Commonwealth Franchise Act* of 1902 took many of these rights away from First Nations Australians.

3.13.2 Countdown to Federation

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A: Federal Council meets

1886

- The Federal Council of Australasia was set up, and a meeting attended by delegates from all six colonies, and from New Zealand and Fiji.
- The main purpose of the meeting was to agree to ask Britain to guarantee it would defend the colonies if they were ever threatened.

B: Henry Parkes talks to Tenterfield locals

1889

- Sir Henry Parkes (1815–1896), an outspoken and controversial politician, was a prominent supporter of Federation.
- He was premier of New South Wales five times.
- In August 1889, en route to Sydney from Brisbane by train, he stopped in Tenterfield. He spoke to a hall full of locals at a function, challenging them (and all colonists) to think 'national'.

' … I do see very clearly that there may come a time and that time not very remote, when the Australian colonies may be brought more into the position of one great and united people. We should have an outline of Empire, such as we could never hope for as isolated colonies, and our place would be admitted in the rank of nations.'

C: A national constitution drafted

1891

- By the 1890s, it was increasingly apparent to politicians and businessmen that colonists shared a common language and values. A national identity was emerging.
- The Australasian Convention was held, attended by leading politicians from the six colonies and from New Zealand. The purpose was to draft a national constitution.
- The draft for a constitution proposed a federal government and state governments, free trade between the colonies and a national defence force. However, due to the 1890s depression and strikes, the Federation issue was put aside.

D: The Corowa conference

1893

- Economic issues were the focus at this conference of politicians and businessmen.
- The issue discussed most fiercely was the import/export tariffs each colony imposed. People and goods on trains were searched at borders, as a change of train was required, to ensure no smuggling was taking place and that appropriate customs duties were paid.
- Delegate Quick from Victoria proposed that colonial governments ask their voters to elect representatives for a Federal Constitutional Convention.

E: Federal constitutional conventions

1897–98

- From this convention (attended by representatives from colonies chosen by the people), a draft constitution was taken back to the five colonial governments. The draft plan saw a two-house federal Parliament with an upper house of review that would represent states equally and protect rights.
- Delegates re-assembled in Sydney in September (and again in January 1898 in Melbourne) to consider amendments from the colonial parliaments. Free trade between states, and the national management of immigration and defence were key issues.
- On 16 March 1898, the convention agreed on a draft constitution to be put to the voters of all colonies. (Western Australian and Queensland parliaments were still to agree at this point.)

F: The referendum

April 1899 to July 1900

- Votes were cast. After some re-votes and a delayed vote in Western Australia, the referendum was completed by July 1900. The majority of voters gave their support for a national government, the Commonwealth of Australia, to be set up in line with the terms laid out in the draft constitution. The results of the vote in each colony are shown in the following table.
- State (formerly colonial) constitutions were recognised in the proposed federal constitution; however, federal laws would overrule any state law where there was a common issue.

The referendum result:

- A majority of votes were cast for Federation but only 61 per cent of those who had the right to vote took part. So, in fact, less than half the colony's voters actually voted for Federation. This demonstrates that many Australians were confused or uncertain about its meaning.

Referendum vote on the Commonwealth Bill, 1899–1900

Name of colony	Date	Yes	No	Total
New South Wales	20.6.1899	107 420	82 741	190 161
Victoria	27.7.1899	152 653	9805	162 458
Tasmania	—	13 437	791	14 228
South Australia	29.4.1899	65 990	17 053	83 043

Name of colony	Date	Yes	No	Total
Northern Territory	6.5.1899			
Queensland	2.10.1899	38 488	30 996	69 484
Western Australia	31.7.1900	44 800	19 691	64 491
Total		422 788	161 077	583 865

G: Australia becomes a nation

1900

- A group of delegates (one notable politician from each colony) travelled to London to have the draft constitution passed by the British Parliament. The British State Secretary responsible for colonies wanted to make amendments but the delegates stood firm.
- The Australian Constitution was passed by the British Parliament, with the British monarch, Queen Victoria, giving it royal assent on 9 July 1900. It set out the rules and principles for governing Australia and outlined the powers of the federal Parliament and some powers of state parliaments.

SOURCE 2 The badge of the Australian Federation League of New South Wales between 1898 and 1901

H: Federation

1901

- The governor-general, representing Queen Victoria, swore in Sir Edmund Barton and eight chosen ministers on 1 January 1901. (They would act as a caretaker government until the first national elections could be held in March 1901.)
- After this swearing in, the Commonwealth of Australia was proclaimed by Sir Edmund Barton in Centennial Park, Sydney.
- All over Australia on 1 January 1901 there were celebrations. Public buildings were decorated and special arches built over city thoroughfares. There were parties, dances and sports meetings. In the evening, the action continued with fireworks displays.
- The Commonwealth of Australia now existed. However, it was still a **British Dominion**. Australia's allegiance to the British monarch was indicated by the role of the governor-general, who represented the monarch.

British Dominion a self-governing territory belonging to the British Empire

The Australian Constitution

The Constitution is the document setting out the rules of the Commonwealth, or federal government. Writing the Constitution was a complex task because the states wanted to retain a lot of their rights. The issues were resolved in three main ways:

- clearly identifying what the powers of the federal government were
- creating an upper house, called the Senate, in which all states had the same number of members
- stating that the Constitution could only be changed by a referendum. Changing the Constitution required a majority of voters, and a majority of states.

The Australian Constitution was based on the British, Westminster, system of government. This system provided:

- a head of state (governor-general)
- an executive, centred on the prime minister (as leader of the political party forming the government)
- an opposition.

Three arms of government were created: the legislature, executive and judiciary.

The Constitution also provided for the High Court, which has two functions:

- to ensure the laws passed by Parliament are consistent with the Constitution
- to be the final court of appeal on cases that affect all of Australia.

The legislature	The executive	The judiciary
Parliament	**Governor-general**	**High Court**
Comprises the Senate (Upper House) and the House of Representatives (Lower House)	Queen's or king's representative in Australia, with senior federal ministers	Deals with constitutional matters and appeals from the federal and state Supreme courts

3.13.3 Since 1901

Australia ceased being a British Dominion in 1941, and the last legal ties were severed with Britain in 1986. But Australia still has the British monarch's representative, the governor-general, giving royal assent (approval) to all federal laws.

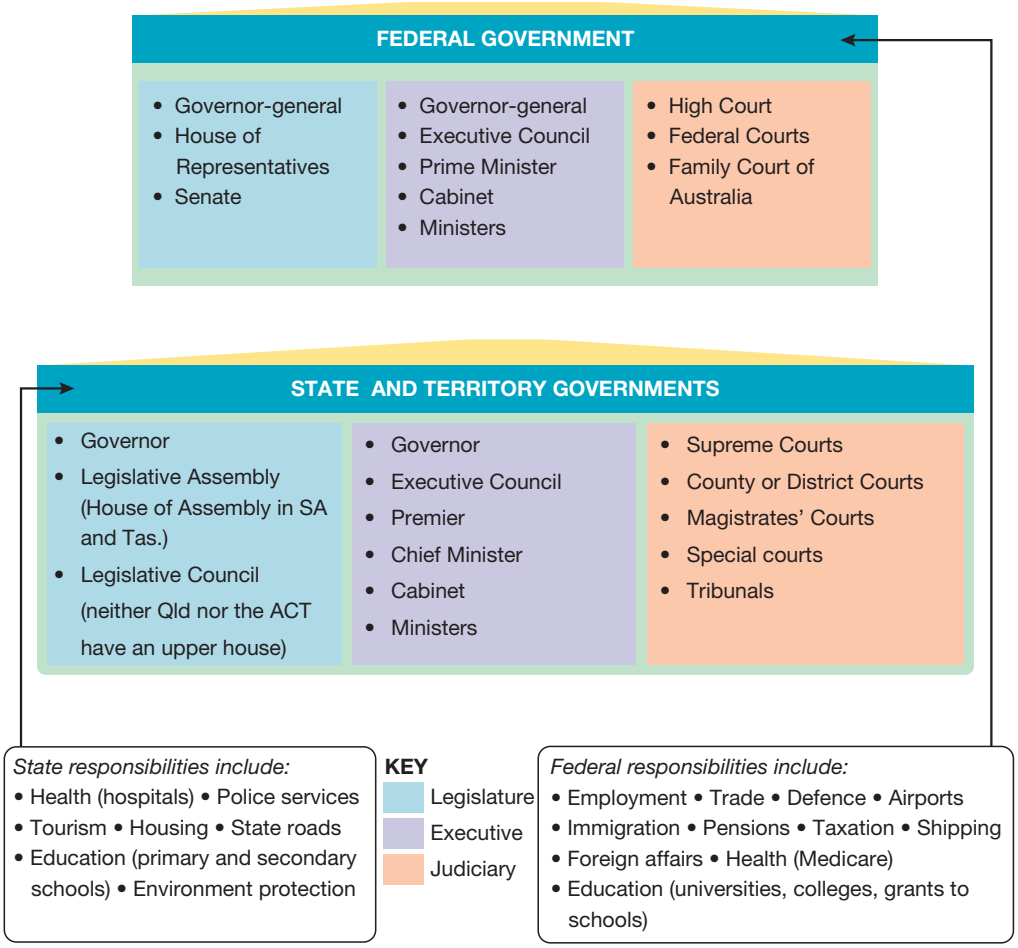
The Australian Constitution can be changed only by a referendum and then only if the majority of voters *and* the majority of states vote for the proposed change to the Constitution.

One of the important challenges for Australians in the future is whether our country will become a republic, with possibly a new constitution, flag and bill of rights.

SOURCE 3 The opening of the first Commonwealth Parliament at the Exhibition Building, Melbourne, 9 May 1901

eles-6114

SOURCE 4 Federal government and state governments in Australia today, as described under the Constitution



3.13 SKILL ACTIVITY: Communicating

In the late 1880s the idea of an Australian nation united under one government was a dream that few believed could become reality in just over a decade. Conventions were held in 1897 and 1898, and a referendum on a proposed constitution held in 1898. The New South Wales premier, George Reid, claimed that he supported the idea of Federation but nevertheless voted 'NO' to the constitution.

There were many steps along the way to gaining the 'YES' vote at the 1899 referendum.

Imagine you were one of the delegates who helped organise a people's convention in Bathurst, New South Wales, in 1896. You had previously worked with Robert Quick, a lawyer from Bendigo, to plan out the 'path to Federation' campaign. You need a lot more people to join in to make your dream of 'one people, one destiny' a reality. You also need to understand your opposition. How will you begin?

1. **Research** the arguments, and the personalities opposed to Federation; learn more about 'Yes-No Reid', Premier George Dibbs and the Melbourne newspaper *Tocsin.* **Summarise** your research findings, and the text and source information, into a mind map detailing arguments for and against Federation.
2. You are also aware that for many Australians in 1899, the struggling economy made daily life and work very difficult. Nevertheless, you plan to give a speech to a group of Victorian workers who are more concerned about unemployment and falling wages than the path to Federation. You want to provide your audience with some background to your fight for Federation. Refer to section 3.13.2 to provide a brief overview of the progress and events to date.

3. **Communicate** with your audience by writing a speech titled 'One People, One Destiny'; **identify** the arguments against Federation and the case for Federation. In your speech you need to convince your audience that, in the words of Sir Henry Parkes, the time has come 'for the creation on this Australian continent of an Australian government'.
4. Don't forget you need to stand in front of an image that stirs the Australian nationalist spirit. Appoint another delegate to **create** a symbol of national unity based on the ideas expressed in the **SOURCE 2** badge and the illustration of Sir Henry Parkes and his Federated Australia.

3.13 Exercise

learnon

3.13 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 5, 7	2, 6	2, 8, 9, 10, 11, 12

These questions are even better in jacPLUS!

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Check your understanding

1. Who authorised the Australian Constitution?
   - A. The governor-general at the British Parliament in London
   - B. Queen Victoria at the Australian Parliament in London
   - C. Queen Victoria at the British Parliament in London
   - D. The governor-general at the Australian Parliament in Melbourne
2. What does the Constitution actually do? **Choose** the two correct options from the list below.
   - A. It sets out the rules and principles for governing the colonies.
   - B. It outlines the powers of the federal parliament and none of the powers of state parliaments.
   - C. It sets out the rules and principles for governing Australia.
   - D. It outlines the powers of the federal parliament and some powers of state parliaments.
3. Three important responsibilities of the federal government are defence, immigration and taxation. True or false?
4. **Create** a list of the reasons for the move to Federation.
5. **Explain** why so few people voted in the final referendum. Why did it still pass?
6. **Identify** three important responsibilities of state governments.

Apply your understanding

Using historical sources

7. **Describe** whether **SOURCE 1** is supportive or critical of the Federation movement.

Communicating

8. **Explain** the significance of Henry Parkes in the movement for Federation.
9. **Create** a timeline to visually represent the stages in the countdown to Federation.
10. **Summarise** the key concerns that led to support for Federation. Which of these do you think would have held most weight at the time? **Explain** your view.
11. **Examine** the 'Countdown to Federation' and **identify** three of the most important events in the move towards Federation. Write two or three sentences for each event that **explain** why you chose it.
12. **Identify** the two limitations placed upon First Nations Australians with Federation, and then **elaborate** on what the impact of this would have been.

LESSON
3.14 What made Australia's Commonwealth?

LEARNING INTENTION

By the end of this lesson you should be able to describe the main features of living and working conditions during the early years of our new Commonwealth of Australia.

TUNE IN

Think about the meaning of the term 'Commonwealth'.

1. What do you think it means?
2. Why do you think many people in 1901 did not really understand the meaning of the 'Commonwealth of Australia'?
3. Discuss the contrast between the concept of the Commonwealth, as the writers of our Constitution meant it, and the reality of life in Gloucester Street shown in **SOURCE 1**.

SOURCE 1 Slum housing in Gloucester Street, Sydney, in 1900

3.14.1 Working-class living conditions

The naming of the Australian nation as a 'Commonwealth' was initially controversial. Many Australians did not understand what it really meant but the writers of the Constitution certainly did. It evoked the ideal of working for the common good. All citizens and their governments would be committed to the pursuit of a kinder, fairer and safer Australia. It would be a nation free of racial or religious conflict; it would be a nation that resolved disputes between workers and their employers fairly and justly; it would be an innovative and optimistic nation. These ideals can be seen in the actions of the early Commonwealth.

One of the highest priorities for the new nation was improving the living and working conditions of most Australians. In 1901 Australia's population of less than 4 million was mostly concentrated in New South Wales and Victoria. Thirty-six per cent of the New South Wales population lived in Sydney and forty-one per cent of Victoria's population lived in Melbourne. In working-class inner-city suburbs many people lived in rows of cramped slums near factories. Semi-skilled and unskilled workers rarely earned enough to buy houses, so most paid rent all their lives for cramped dwellings that were overcrowded and unhealthy. In contrast, wealthier suburbs had large houses with spacious grounds. There was an equally wide disparity in living standards in the bush.

aud-0492

SOURCE 2 From Irene Moores, 'Rabbit-O, Bottle-O, Pennies from Heaven: Hugo Street, 1909', *Sydney Morning Herald*, 23 January 1982

Forty cramped terraces ranged on each side … their balconies overhanging the absurdly narrow footpaths … Each day began with the sloshing of the houses' sills with buckets of water. This cleansed away the sooty factory outfall … A good meal could be made with the addition of waste vegetables — outsize cabbage leaves and such, salvaged from the markets and brought home in billy-carts …

The shopkeepers adjusted to the sale of commodities in the smallest amounts. Deftly-folded paper cones held the [small] weightings of sugar, salt, flour, rice, sago and the quarter-pound package of tea, butter, cheese and cold meats comprising one meal at a time …

At the end of the day a sickly street lamp lit the stage for each night's unpredictable drama. Invariably, arranged fights took place in the lanes.

Despite such inequalities, skilled workers enjoyed better pay and conditions than workers in Britain, Europe or America. Many less skilled employees worked long hours for low pay, but Australia led the world in working conditions, industrial relations and social welfare.

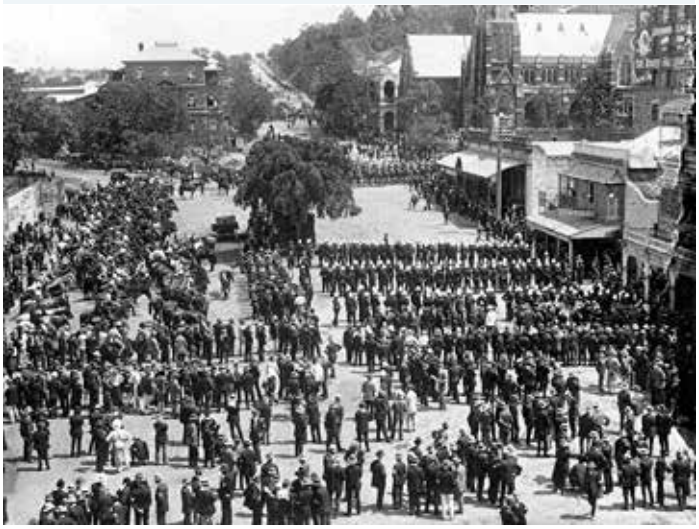
3.14.2 A safer, kinder and fairer Australia?

Reforms were possible because this was a time of economic growth. Australia was a big exporter of primary products such as wheat, wool and frozen meat. Manufacturing was a small part of the economy except in Victoria and New South Wales, where the factory workforce grew from 132 000 to 239 000 between 1901 and 1913. This contributed to the growth of cities. But Australian manufacturing could not compete with cheaper imported goods and depended on government tariffs for protection against foreign competition.

After Federation, a series of different governments tried to bring about industrial and welfare reforms. Such reforms included:

- the creation of the Commonwealth Court of Conciliation and Arbitration in 1904 to solve disputes between workers and employers
- the establishment in 1907 of the principle of a basic wage or minimum wage, to which any male worker should be entitled (see Did you know? box). Australian wages were based on this principle for the next 60 years.
- the introduction of Commonwealth old-age and invalid pensions in 1908
- the payment of compensation for federal government employees injured at work (from 1912)
- the *Maternity Allowances Act 1912*, or 'Baby Bonus', which provided a payment roughly equal to two weeks' pay to a mother on the birth of her child to make sure she could afford proper medical attention.

SOURCE 3 Protesting workers in Albert Square, Brisbane, during the 1912 general strike. The strike lasted 18 days. It began when the Tramways Company refused to permit workers to wear their union badges.



Despite the reforms, workers still suffered disadvantages and there were many industrial disputes. Rising prices resulted in several big strikes. In some cases the unions won their demands, but the experiences of these years left many workers disillusioned.

DID YOU KNOW?

The idea of the basic wage came about in 1907 when Justice Higgins of the Commonwealth Court of Conciliation and Arbitration had to determine whether H.V. McKay's Sunshine Harvester Company was paying a fair wage and was therefore entitled to be protected by tariffs. Higgins decided that a fair minimum wage would provide for 'the normal needs of the average employee regarded as a human being living in a civilised community'. Higgins determined that this meant a wage of 7 shillings a day for an unskilled male worker. A skilled worker had to be paid more, while women were condemned to receive less than half the male wage for the same work.

SOURCE 4 From Albert Metin, a Frenchman who visited Australia at the turn of the century

The Australian workman has become a Gentleman … He changes out of his working clothes at the end of the day, he lodges well, he behaves like a member of decent society. If he has to go to a meeting he will be freshly shaved, neatly dressed and conscious of his appearance … Many keen Labour men say grace at every meal … Everyone can read and libraries are plentiful … Cricket, football, sports of all kinds have their exponents … I was in Melbourne and Sydney at the time of one test [cricket] series and the crowds waiting for the results were nearly as large as those waiting for the result of a federation referendum which was being decided at the same moment.

The Harvester Judgement

At the end of the nineteenth century an agricultural horse-drawn machine for wheat farmers was built in Victoria by H.V. McKay. It was called a 'stripper harvester' and it combined two operations — gathering the heads of wheat and then separating wheat from chaff in preparation for packing.

In 1905 Prime Minister Alfred Deakin introduced a policy he called 'New Protection'. When applied to the stripper harvester, a tariff of 12 pounds was to be paid on harvesters brought into the country. At the time, local manufacturers were charged a tax of 6 pounds, but this did not have to be paid if they provided their workers with a 'fair and reasonable wage'. H.V. McKay argued he was paying fair wages, but the President of the Arbitration Court, Justice Higgins, considered that a fair and reasonable wage was one that met 'the normal needs of the average employee, regarded as a human being living in a civilised community'.

The Harvester decision was a bold step in establishing a minimum wage for Australian men.

3.14.3 Lifestyles and leisure

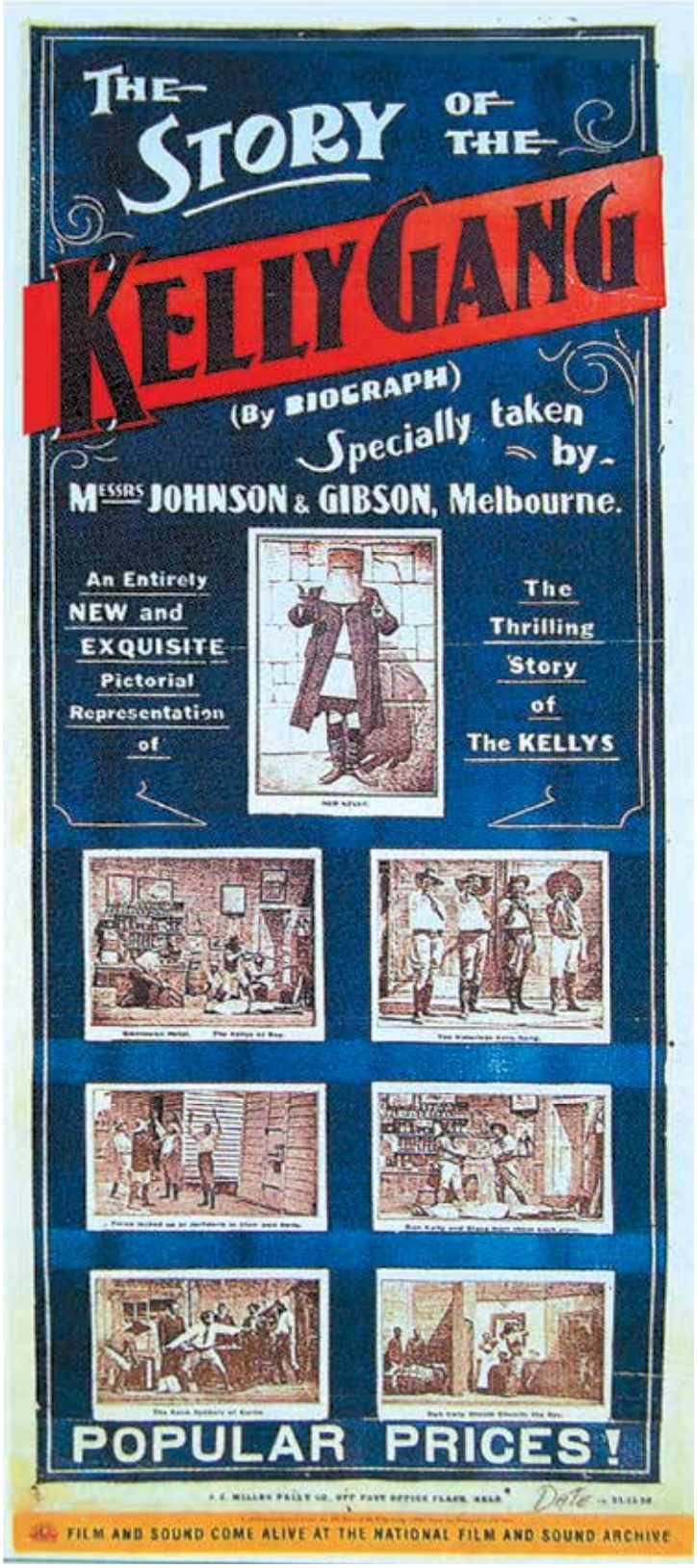
There were enormous differences between the early 1900s and the way we live today. Most working-class people had little time or money for recreation, and there were few labour-saving devices for housework. The main recreation of many men was drinking in hotels. More respectable forms of entertainment included family picnics, short train and ferry trips, dancing, sing-songs around the piano and sporting events, especially cricket and football.

SOURCE 5 Surf bathing at Manly beach, Sydney, c. 1905

One recreational pursuit that became increasingly popular in the new century was going to the beach. As nineteenth-century Australians looked towards the bush and its characters for inspiration, the 'modern' citizen turned to the sand and the surf. While 'surf-bathing' was initially seen as a loutish or vulgar pastime, in the early 1900s the beach became the place where city dwellers might be endowed with life, health and vigour. In 1907 one Sydney paper described bathers at Bondi Beach as 'decidedly handsome, Roman centurions'. The beach also represented a democratic recreation, free and open to all — a kind of sandy egalitarianism.

Some technological changes were also starting to affect Australians' lives. People with enough money could send telegrams, have gas lighting in their homes, travel by steamship and even ride in motor cars. Air travel was only just beginning, with experiments conducted in 1903. The film industry was also in its infancy but the world's first feature film, *The Story of the Kelly Gang*, was made in Australia in 1906. Another popular pursuit had begun.

SOURCE 6 A 1910 poster for the world's first feature film, *The Story of the Kelly Gang*



Source: From the National Film and Sound Archive of Australia

3.14.4 Federal laws and white Australia

One of the first laws passed by the federal government was the *Immigration Restriction Act 1901*. It was designed to prevent non-European migrants from coming to Australia. Under this law, anyone that the government wanted to keep out could be given a dictation test in any language. No matter how many languages an intending migrant knew, officials could always give the test in another language the person did not know. Non-Europeans continued to be admitted to Australia but the Act gave the government important powers to restrict numbers or refuse individuals.

The *Pacific Island Labourers Act* was also passed in 1901. It allowed the Commonwealth Government to **deport** Pacific Islanders. Only those who had lived in Australia since 1879 and those born in Australia were allowed to stay. About 10 000 Islanders were living in Australia in 1901. At the end of 1909 only 1654 had been granted permission to remain, though the actual number still in Australia was nearly 2500.

deport to forcibly remove someone from a country

Fear of Asia

Most Australians feared Asia's vast population and closeness to Australia. Australia's small numbers and isolation from its British 'motherland' fuelled these fears. World events such as the Russo-Japanese War of 1904–05 added to these fears. During this conflict Japan defeated Russia. To many white Australians this defeat of a white nation by Asians was unthinkable, even though Japan was Britain's ally. Some wondered whether Britain could be trusted, but they also felt they needed Britain's protection.

3.14 SKILL ACTIVITY: Using historical sources

A key concept in this lesson is continuity and change, and the effect on living conditions, and political and legal institutions. Using all the sources in this lesson, **examine** the extent to which Australian society was transformed from the end of the nineteenth century to the beginning of the twentieth century.

1. Begin by **selecting** one source from the lesson to **analyse** for its usefulness to a historian studying living and working conditions during this period. **Identify** the subject matter, the purpose, accuracy and reliability of the source.
2. The creation of the modern nation of Australia is a story full of drama, vision, struggle, optimism and big personalities. The concept of a 'Commonwealth' shaped a whole series of industrial and welfare reforms.
   a. You are a documentary producer and want to bring to life Australia's history from colonial times through to Federation and nation building. To produce this documentary you will be required to intensively **research** the archives to locate primary source material such as photographs, paintings, diaries and newspapers from the period. **Select** subjects from this lesson (for example, politics and working conditions) as the focus of your search for primary source material.
   b. **Locate** five examples of source material from your search showing some features of the change that occurred in Australia during the period.
   c. **Organise** your sources in chronological order.
   d. **Evaluate** by identifying what has changed and what remained the same.**Create** a story board (a graphic organiser that tells a story) to **communicate** your plan for a segment of the documentary. Your storyboard should show evidence of any changes over time. Include captions to link each of your chosen sources and explain their significance.
   e. **Create** a story board (a graphic organiser that tells a story) to **communicate** your plan for a segment of the documentary. Your storyboard should show evidence of any changes over time. Include captions to link each of your chosen sources and explain their significance.

3.14 Exercise

learnon

3.14 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 9	2, 4, 6, 8, 10	5, 7, 11, 12

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Check your understanding

1. **Define** the meaning of the term 'Commonwealth'.
   - **A.** Working for your state
   - **B.** Working for the common good
   - **C.** Working for the British Empire
   - **D.** Working for yourself
2. What made reforms possible?
   - **A.** Immigration
   - **B.** Independence from Britain
   - **C.** Common laws
   - **D.** Economic growth
3. 'Protection' was meant to destroy Australian manufacturing. True or false?
4. **Explain** how Australians benefited from the federal government's early reforms.
5. **Describe** how leisure activities were changing for Australians in the 1900s.
6. **Identify** the powers of the *Immigration Restriction Act 1901* and the *Pacific Island Labourers Act 1901*.
7. **Explain** why Japan's victory over Russia was significant for Australians.

Apply your understanding

Using historical sources

8. **Identify** three details from **SOURCE 2** that could be used to demonstrate the hardships experienced by some Australians.
9. **Explain** how **SOURCE 2** supports **SOURCE 1**.
10. In **SOURCE 4**, **identify** what it is about the Australian workman that seems to surprise Albert Metin.

Historical perspectives and interpretations

11. **Evaluate** the extent to which the new Commonwealth Government was responsible for any changes to Australian society. Try to **identify** other factors that caused change.
12. Was Australia really a 'working man's paradise' by 1914? Give reasons to **support** your point of view.

LESSON
3.15 Review

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3.15.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

3.2 How do we know about late colonial and early twentieth-century Australia?

- In the late nineteenth century, newspapers were the only form of mass media; they now provide historians with valuable sources.
- Other useful sources include paintings, drawings, cartoons and sketches.
- Cartoons can reveal a lot about popular attitudes and opinions.
- Photography provides a new and different source of evidence in this period.

3.3 How did migration create colonial Australia?

- The growth of the Australian colonies attracted free settlers wanting to escape the wars and poverty of Europe.
- Most migrants travelling to the colonies endured harsh conditions of travel, and faced many difficulties upon arrival.
- To help establish the Australian colonies, the British government often encouraged emigration by promising land grants and convict labour.
- Those who accepted would be helped financially to make the journey in return for working in pre-arranged employment.
- Others, like the Henty family, funded their own journey, which gave them more freedom to choose their location and employment, but less security in knowing what lay ahead for them in Australia.
- Caroline Chisholm established support for migrants by organising accommodation and employment opportunities upon their arrival in Sydney.

3.4 How did the gold rushes change the face of Australia?

- After gold was discovered in New South Wales and Victoria in 1851, migration to Australia increased rapidly.
- Victoria's population grew from a little over 10 000 in 1840 to more than half a million only 20 years later.
- The gold rushes were not limited to people of British or European origin.
- From 1853 a large number of migrants from China arrived on the goldfields.
- The vastly different cultures meant that tension often occurred between the Chinese and European diggers.
- The Victorian government tried to limit Chinese immigration by introducing an 'arrival tax' to be paid before disembarking from a ship in Victoria.

3.5 Why was Eureka of significance to the development of Australia?

- In 1851, gold was discovered in New South Wales and Victoria.
- The Victorian gold rushes were extensive and hundreds of thousands of hopeful migrants came to Australia.
- The population in Victoria increased seven times and its economy grew significantly, transforming it into one of the most famous places in the world.
- The Victorian government imposed a heavy licence fee on every miner. It was hugely unpopular and caused immediate protest and years of clashes over its collection by police.
- Miners erected a stockade at Eureka and swore allegiance to a new flag: the Southern Cross.

3.6 What was the influence of the selectors and who were the squatters?

- Selection Acts were introduced to give ordinary people access to land and independence.
- The Acts failed as squatters used their wealth and education to work around the system.
- This condemned many small landholders to lives of poverty on unproductive small plots of land.
- John and Elizabeth Macarthur pioneered the Australian wool industry that eventually came to dominate the colonial economy.
- A new powerful and wealthy aristocracy, called the 'squattocracy', emerged with the growth of the pastoral industries.

3.7 Why was Melbourne marvellous?

- Many people from rural communities drifted to major cities to improve their lives.
- Many went to Melbourne, whose growth and splendour made the city world famous.
- Sustained economic growth of the 1890s and the substantial increase in population brought significant development and business to the bustling and energetic city.
- Wealthy residents paraded their success and status on city streets and much of Melbourne was rebuilt in a grand and decorative style.
- However, petty crime, the lack of proper sewerage and high rates of disease made city living hazardous for some.

3.8 How equal was colonial Australian society?

- Despite the rigid class divisions, there were some convicts who managed to become influential and wealthy members of colonial society.
- During the 1870s the colonial government made education available for white children from impoverished backgrounds.
- First Nations Australian children were forcibly removed from their families and communities and forced to work as cheap labour, often as domestic servants in the homes of white families.
- Life was still very difficult for many ordinary city workers living in the polluted poor areas of the cities.
- Factories were cramped and often uncomfortable or dangerous, working hours were long and large numbers of children were employed, for very low wages.
- Those who worked as servants of the wealthier classes were particularly vulnerable, though a shortage of domestic workers in the 1880s improved their bargaining power.
- New technologies brought some changes in working patterns at this time, with more mechanised processes and new clerical and administration jobs.
- The introduction of electricity and telephones seemed to herald a new age of living and working.

3.9 When did the trade unions develop?

- Trade unions were an increasingly important part of the Australian economy in the nineteenth century.
- The eight-hour day was won by Melbourne's building trades in 1856 and extended to many other workers over the next 35 years.
- A severe depression in the 1890s resulted in a series of great strikes in several of Australia's major industries.
- Employers wished to hire non-union labour to limit the unions' power.
- The unions fought to retain hard-won improvements to wages and conditions.
- The shearers' strike in Queensland in 1891 saw pastoralists try to cut wages, destroy unionism and employ cheaper, often Chinese, labour.
- Colonial society and politics were often characterised by a 'sectarian divide', between people of Irish Catholic and British Protestant backgrounds.
- The goldfields continued to influence the political beliefs and actions of the first union leaders, such as William Guthrie Spence.
- The Australian Labour Party was formed to represent workers' interests in parliaments across Australia.

3.10 Who shaped the Australian colonial identity?

- With the ideas of national identity and character being discussed in Europe, Australians also became increasingly interested in the 'Australian character' and what being 'Australian' might mean.
- Popular expressions in art and literature emphasised the qualities of the bush worker, struggling heroically against the hardships of the Australian landscape.
- Henry Lawson and A.B. (Banjo) Paterson became two of the more famous writers. They had their poems and stories published in the radical magazine *The Bulletin*, begun by J.F. Archibald.
- Australian painters reinforced similar ideas in their impressions of the Australian landscape.
- Such an endeavour was very exclusive, however, as women, First Nations Australians, non-European migrants and city residents were largely ignored in these representations.
- First Nations Australians' colonial experience was nevertheless expressed through the work of artists and activists like William Barak.
- The darker side of the Australian 'bush poet' experience was also expressed in *The Bulletin* through the literary contributions of a small group of women, headed by Barbara Baynton.

3.11 INQUIRY: The Federation Game

- The six British colonies in Australia became a nation with Federation on 1 January 1901.
- Federation was a victory because it succeeded despite the many political, economic and social issues dividing the Australian colonies.
- The task of nation building began with Federation and commenced with the creation of Australian symbols to represent a new nation.
- There were many practical decisions to be made with Federation, such as the location of a new capital city and the gauge width of railway tracks.

3.12 When did Australian women gain political rights?

- There was discussion about the type of nation Australia might be, as well as how democratic Australia should be.
- Women's groups across Australia campaigned for political representation, including the right to vote and the right to stand for election.
- Their broader aims included a variety of social, economic and political reforms that would make society kinder, fairer and safer for all.
- In 1897 Catherine Helen Spence became the first Australian woman to stand for political office in her bid to become a member of the Federal Convention in Adelaide.
- Women won the vote in South Australia in 1894, Western Australia in 1899, federal elections and New South Wales in 1902, Tasmania in 1903, Queensland in 1905 and Victoria in 1908.

3.13 Why did the colonies move to Federation?

- As the majority of Australia's population was now native-born, with shared language, culture and British heritage, it seemed that a unity of states was inevitable.
- Alfred Deakin and Isaac Isaacs were prominent leaders with a vision of Australia as a modern nation.
- Practical and economic benefits were also important as a result of the severe depression of the 1890s.
- After a series of conferences, conventions and referendums in every state, the Australian Constitution was written and sent to Britain for approval.
- The Australian Constitution was based on the British Westminster System.
- The Australian Constitution limited the voting rights of First Nations Australians, followed by the *Commonwealth Franchise Act* of 1902.
- A British Act of Parliament was passed, Queen Victoria gave her royal assent, and the Commonwealth of Australia was born.

3.14 What made Australia's Commonwealth?

- The new Commonwealth Government set about introducing a number of important reforms to improve the lives of all Australians. These included mechanisms to resolve industrial disputes, a minimum wage, pensions for the old, injured or sick, and a maternity allowance.
- The idea of a 'working man's paradise' was popular but there were still many who endured poor living conditions and low wages.

- The Harvester Judgement established a minimum wage for Australian men.
- Australians began to enjoy an increasing range of leisure and recreational pursuits.
- One of the first laws passed by the federal government was the *Immigration Restriction Act 1901*. It aimed to prevent non-European migrants from coming to Australia.
- A reliance on Great Britain for defence was still seen as an essential part of Australia's security.

3.15.2 Key terms

Australian Council of Trade Unions (ACTU) the peak union organisation in Australia
bookkeeping keeping records of financial accounts
British Dominion a self-governing territory belonging to the British Empire
cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen
Crimean War war fought between Britain and its allies and Russia, 1853–56
deport to forcibly remove someone from a country
dummies people secretly acting for squatters, who selected land and later sold it to the squatters
egalitarianism equality of all people
Federation movement of colonies to form a nation
grazing pasture to feed cows and sheep
minority government a government that has fewer than half the seats in a lower house of parliament
parliamentary representation the representation of people's views and interests in parliament through elected delegates
peacocking buying up land around creeks and rivers to make the rest of the area useless to selectors
republicanism the belief that a country should be a republic (where the country has an elected or appointed head of state), not a monarchy (where the head of state is a king or queen)
shilling a unit of Australian currency until decimal currency was introduced. There were 12 pence to a shilling and 20 shillings to a pound.
socialism a political system in which the government controls the economy to ensure greater equality
stockade a fortified enclosure
suffrage the right to vote
sweated labour workers exploited by being made to work for long hours and with low pay
tariff a duty charged on imports
telegraph device for sending messages over long distances

3.15.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What significant events, ideas and people shaped Australian society from colonisation to Federation?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11462)
Reflection (ewbk-11464)
Crossword (ewbk-11465)
Interactivity Australia (1750–1918): From colonies to nationhood crossword (int-7640)

3.15 Review exercise

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Multiple choice

1. What were the most important causes of the Eureka Stockade?
   - A. The licence fees were high and the working conditions hard.
   - B. The miners wanted to vote and to avoid paying taxes.
   - C. The licence fees were high and the police treated the miners with cruelty.
   - D. The miners swore allegiance to a different flag.
2. Which of the following was not a consequence of the Eureka Stockade?
   - A. Bentley's hotel was burned down.
   - B. At least 27 miners were killed.
   - C. There was an inquiry into the goldfields.
   - D. The miner's licence was replaced by a 'miner's right'.
3. Why did the Selection Acts fail?
   - A. Australia's rainfall is too unreliable.
   - B. There is not enough land.
   - C. Squatters worked out ways to beat the law.
   - D. Selectors were too poor.
4. What made factory workers lives difficult in the cities in the 1880s?
   - A. They were not educated enough to get a better job.
   - B. They had to compete with children, who were paid less.
   - C. They worked long hours under poor conditions.
   - D. They were jealous of others who earned more.
5. What were the main characteristics of the 'typical Australian' that were popular in the late nineteenth century?
   - A. The typical Australian liked hard work and beer.
   - B. The typical Australian sheared sheep and wrote poems.
   - C. The typical Australian was male, hardworking and heroic.
   - D. The typical Australian was desperate, poor and lonely.
6. Why did some people oppose giving votes to women in Australia?
   - A. They thought that women were not educated enough to use their vote responsibly.
   - B. They thought that women were bossy and would soon be running the country.
   - C. They thought that women were not interested enough in politics.
   - D. They thought that women would close all the hotels.
   - E. All of the above
7. Which of the following had the least influence on Federation?
   - A. Concerns about defence
   - B. Ideals of national unity, prosperity and modernity
   - C. The desire to have a new flag
   - D. A desire to remain British
8. Which of the following had the greatest influence on Federation?
   - A. Concerns about defence
   - B. Ideals of national unity, prosperity and modernity
   - C. The desire to have a new flag
   - D. A desire to remain British

9. What was the most important reform in Australian society in the 1900s?
   - **A.** Australians starting to go to the beach
   - **B.** The minimum wage
   - **C.** The maternity allowance
   - **D.** The Australian Constitution
10. What was one of Banjo Paterson's most famous works?
   - **A.** *The Drover's Wife*
   - **B.** *Waltzing Matilda*
   - **C.** *Shearing the Rams*
   - **D.** *The Bulletin*

Short answer

Using historical sources

11. Examine **SOURCE 1**.
    Discuss what conclusion we can draw from this source about the way most Australians saw Australia's relationship with Britain and its empire.
12. **Examine SOURCE 2**.
    - **a.** What is happening in **SOURCE 2**?
    - **b.** Why are the people celebrating?
13. 'The gold rush had a profound impact on Melbourne and Victoria'.
    Identify and **discuss** the short- and long-term consequences of the discovery of gold in Victoria.
14. **Discuss** the significance of the trade union movement to the development of Australia's democracy.

SOURCE 1 This handkerchief was made as a souvenir of Australian Federation. Lord Hopetoun came from Britain to be Australia's first governor-general. The Duke and Duchess of York came from Britain to represent Queen Victoria at the opening of the first Commonwealth Parliament in 1901.

SOURCE 2 Chinese celebrating Australian Federation in Melbourne in 1901

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4 World War I (1914–1918)

LESSON SEQUENCE

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LESSON
4.1 Overview

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What were the causes and the significance of World War I, the perspectives of people at the time, the contested debates and reasons for differing historical interpretations?

4.1.1 Links with our times

The years 2014–2018 marked the centenary of World War I, an anniversary of enormous significance for Australia and for much of the world. For Australians, this was a reminder of the terrible losses suffered by our nation a century ago.

The Australian War Memorial plays a vital role in the remembrance of war. Inscribed in bronze on the memorial's Roll of Honour are the names of more than 102 000 Australians who have died in wars since 1885. Tragically, 62 000 of those names are from just one war: World War I.

SOURCE 1 An American Red Cross nurse helps a wounded soldier at Montmirail, France, May 31, 1918.

World War I was a turning point in Australia's history; learning about it helps us to understand much about our country. It was also a turning point for the world, resulting in death and destruction on a massive scale, the rise of communism, and later of fascism, and the fall of empires. Wars have terrible consequences but they do not simply happen. They can be investigated and understood. If we learn from the past, it might help us to put an end to war in the future.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10583)

Video eLesson World War I (1914–1918) (eles-2398)

int-5642

SOURCE 2 A timeline of World War I

CE

1880

1882
Germany, Austria–Hungary and Italy form the Triple Alliance.

1907
Britain, France and Russia form the Triple Entente.

1910

1914
28 July: Austria–Hungary declares war on Serbia.

1–3 August: Germany declares war on Russia and France, and invades Belgium.

4 August: Britain declares war on Germany.

5–10 September: French and British armies halt the Germans in Belgium and France.

15 September: Trench warfare begins in Western Europe.

1916
March–June: The AIF joins the fight against Germany on the Western Front.

The Australian Light Horse remains in Egypt to fight Turkish forces.

1 July: The British and French launch a big offensive in the Somme Valley on the Western Front.

28 October: The first referendum on conscription is held in Australia.

1915

1915
25 April: The Anzacs land at Gallipoli.

December: The Allies withdraw from Gallipoli.

1917
6 April: The USA enters the war.

31 July: The third battle of Ypres (Passchendaele) is launched by the Germans in Belgium.

7 November: Revolution in Russia leads to Russian withdrawal from the war.

20 December: The second conscription referendum is lost in Australia.

1918
21 March: The last German offensive on the Western Front is launched.

18 July: Australian forces lead the first successful large Allied attack in France.

The Armistice, signed on 11 November, ends the fighting.

1920

CE

LESSON
4.2 How do we know about World War I?

LEARNING INTENTION

By the end of this lesson you should be able to analyse a range of visual and written sources about World War I, explain why some gaps in the evidence still exist for this period, and be able to identify some of the contested issues (areas for debate) from this time.

TUNE IN

The monument shown in **SOURCE 1** stands in the Somme Valley in northern France, where more Australian blood was shed than in any other foreign place.

1. Why do you think so many died there?
2. Why do you think Australians were fighting in such a faraway place?

SOURCE 1 Australian 2nd Division monument near the town of Peronne in the Somme Valley, northern France

4.2.1 Sources of information

Because of its global scale and impact, there is an enormous range of sources of evidence about World War I. Australia's population during the war years was under 5 million, yet around 60 000 Australians died in active service. As a result, Australia has among the world's most extensive collections of sources from the war.

Written sources

Thousands of books and articles have been written about World War I over the many years since it ended. There are also vast quantities of written primary sources. These include campaign maps, soldiers' military records, letters, diaries, memoirs and propaganda for and against **conscription** for the war. Many of these sources can now be read on the Australian War Memorial website (see **SOURCES 2** and **3**).

Visual sources

Several countries, including France, Belgium and Britain, have substantial museums dedicated to World War I. Yet none of these surpasses the outstanding collections of the Australian War Memorial. Its holdings include many thousands of photographs and artworks, weapons, equipment and dioramas depicting specific battles. Many documentary films and several excellent websites are dedicated to the subject. **SOURCES 1–4** will give you an idea of the variety of evidence that we have for this conflict.

conscription compulsory enlistment of citizens to serve in the armed forces

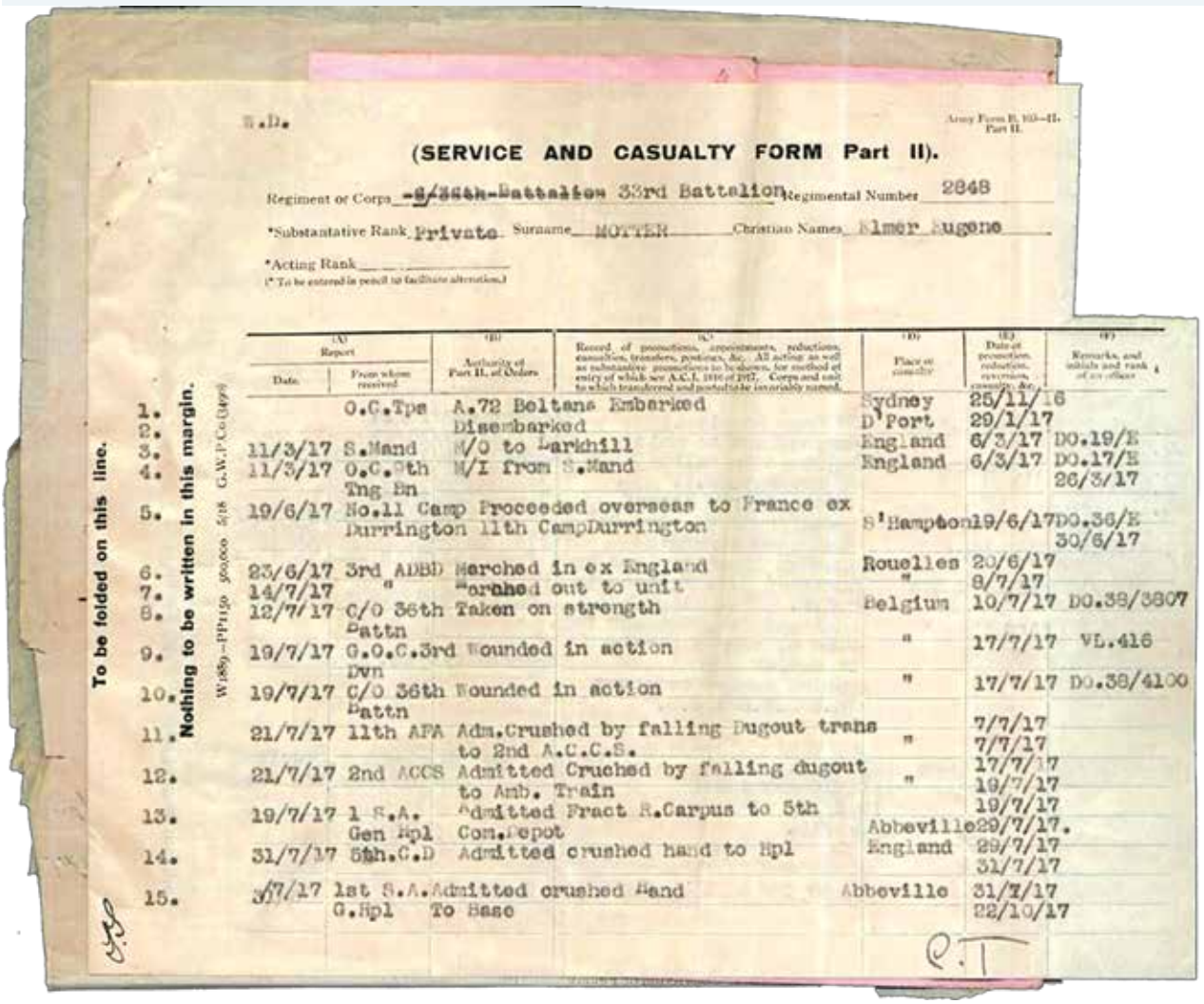
aud-0493

SOURCE 2 Part of Second Lieutenant C.C.D. St Pinnock's account of the aftermath of fatal charges against Turkish lines by soldiers of the Australian Light Horse at Gallipoli, Türkiye (formerly known as Turkey), on 7 August 1915. Pinnock himself was killed in action just one year later.

… you can imagine what it was like. Really too awful to write about. All your pals that had been with you for months and months blown and shot out of all recognition. There was no chance whatever of us gaining our point, but the roll call after was the saddest, just fancy only 47 answered their names out of close on 550 men. When I heard what the result was I simply cried like a child.

tlvd-10722

SOURCE 3 Part of the World War I military service record of Private Elmer Motter of the 33rd Australian Battalion



(SERVICE AND CASUALTY FORM Part II).

Regiment or Corps 33rd Battalion Regimental Number 2848

*Substantative Rank Private Surname MOTTER Christian Names Elmer Eugene

*Acting Rank

	(a) Report: Date	(a) Report: From whom received	(b) Authority for Part II. of Orders	(c) Record of promotions, appointments, reductions, casualties, transfers, postings, &c.	(d) Place or casualty	(e) Date of promotion, reduction, casualty, &c.	(f) Remarks, and initials and rank of officer
1.		O.C.Tps	A.72 Beltana Embarked		Sydney	25/11/16	
2.			Disembarked		D'Port	29/1/17	
3.	11/3/17	S.Mand	M/O to Larkhill		England	6/3/17	DO.19/E
4.	11/3/17	O.C.9th Tng Bn	M/I from S.Mand		England	6/3/17	DO.17/E 26/3/17
5.	19/6/17	No.11 Camp Durrington	Proceeded overseas to France ex 11th CampDurrington		S'Hampton	19/6/17	DO.36/E 30/6/17
6.	23/6/17	3rd ADBD	Marched in ex England		Rouelles	20/6/17	
7.	14/7/17	"	Marched out to unit		"	8/7/17	
8.	12/7/17	C/O 36th Battn	Taken on strength		Belgium	10/7/17	DO.39/3807
9.	19/7/17	G.O.C.3rd Dvn	Wounded in action		"	17/7/17	VL.416
10.	19/7/17	C/O 36th Battn	Wounded in action		"	17/7/17	DO.39/4100
11.	21/7/17	11th AFA	Adm.Crushed by falling Dugout trans to 2nd A.C.C.S.		"	7/7/17 7/7/17	
12.	21/7/17	2nd ACCS	Admitted Crushed by falling dugout to Amb. Train		"	17/7/17 19/7/17	
13.	19/7/17	1 S.A. Gen Hpl	Admitted Fract R.Carpus to 5th Con.Depot		Abbeville	19/7/17 29/7/17.	
14.	31/7/17	5th.C.D	Admitted crushed hand to Hpl		England	29/7/17 31/7/17	
15.	3/7/17	1st S.A. G.Hpl	Admitted crushed Hand To Base		Abbeville	31/7/17 22/10/17	

To be folded on this line. Nothing to be written in this margin.

W1859—PP1150 300,000 5/16 G.W.P.Co.(Ltd)

DID YOU KNOW?

World War I (the First World War), at the time called 'the Great War', was sometimes described as 'the war to end all wars'. However, in the century since World War I there has hardly been a time when war was not taking place somewhere in the world. Increasingly the main victims have come to be civilians. As many as 231 million people died in wars and other conflicts during the twentieth century. Since the beginning of this century, many more have died.

SkillBuilders to support skill development

- 1.5 Analysing photos in WWI

4.2 SKILL ACTIVITY: Using historical sources

Study **SOURCE 4** and read the full caption.

1. **Describe** the scene.
2. **Explain** what you can tell from its details about conditions under which Australians and others on both sides fought on the Western Front in World War I.
3. **Describe** the purpose of the diorama and **explain** how it conveys the horrors of trench warfare.

SOURCE 4 This diorama is one of many depicting conditions on the Western Front in France and Belgium, where Australians fought in trench warfare. In this terrible fighting, soldiers shot, shelled, gassed and bayonetted each other, causing a huge toll of dead and wounded.

4.2 Exercise

learnon

4.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 8	4, 6, 7	5, 9, 10

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Check your understanding

1. From the following list, **identify** six examples of types of primary sources that are available for studies of World War I.
   - A. Campaign maps
   - B. Diaries
   - C. Weapons
   - D. Photographs
   - E. Feature films such as *Gallipoli*
   - F. Soldiers' military records
   - G. WWI-based computer games
   - H. Letters to and from soldiers
2. Complete the following sentence:
   _____, Belgium, _____ and Australia all have museums dedicated to World War I.

3. World War I has also been described as 'the war to end all wars' and 'the great war'. True or false?
4. **State** one reason why calling WWI 'the war to end all wars' and 'the great war' would be considered inappropriate today.
5. Locate and cite three reputable sites on the internet that could provide you with primary sources about the experiences of those who fought in World War I.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 1**. It shows a place where many Australians fought.
   a. What does the monument suggest about the French people's attitude to Australian soldiers?
   b. Suggest why the street in the source has been named *Avenue des Australiens* (Avenue of Australians).
7. **Examine SOURCE 2**.
   a. How does St Pinnock describe the consequence of the Australian charges against Turkish lines at Gallipoli?
   b. Calculate what percentage of the 550 Australians survived these charges.
8. Look at **SOURCE 3**. Elmer Motter died of wounds in France on 2 September 1918. **State** how long he was in action before he was first wounded.
9. **Evaluate** what each of the sources in this lesson tells us about the experiences of Australian soldiers in World War I.
10. Using **SOURCE 4**, **reflect** on and **describe** the conditions under which Australians fought on the Western Front.

LESSON
4.3 What caused World War I?

LEARNING INTENTION

By the end of this lesson you should be able to identify and explain the short- and long-term developments that contributed to the outbreak of World War I in August 1914.

TUNE IN

World War I was caused by bad driving! Leopold Lojka, the chauffeur of Archduke Franz Ferdinand, made a wrong turn on that fateful day in June 1914 and in trying to rectify his mistake with a three-point turn, he provided the assassin, Gavrio Princip, with the ideal opportunity to act.

The assassination started a cascade of events that led to the outbreak of the Great War.

1. Do you think wars have simple causes or are the causes usually complicated?
2. Can you think of an example of the kinds of things that might cause a war?
3. What do you think we mean by the difference between short-term and long-term causes?

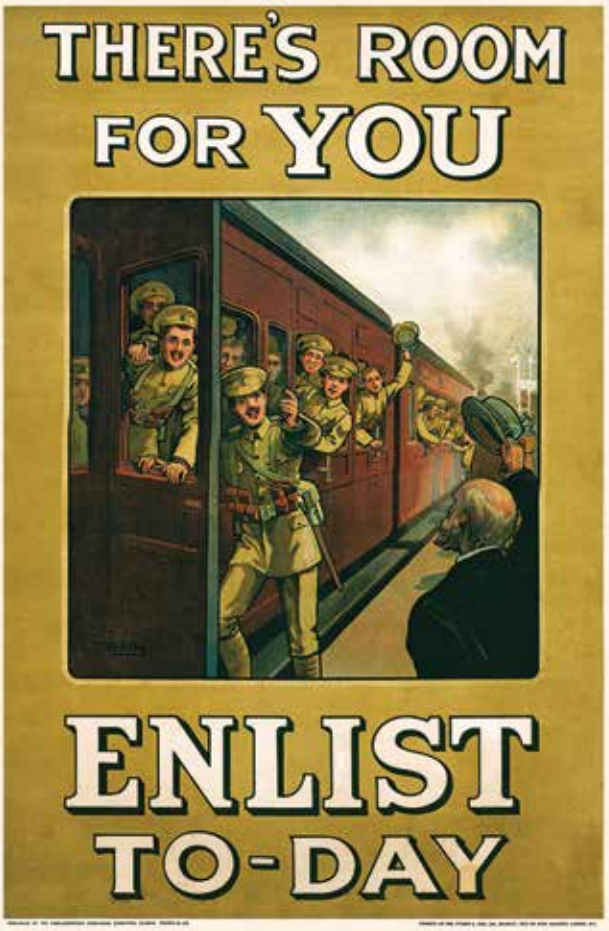
SOURCE 1 British soldiers in 1918 liberating the town of Lille, France, from the Germans.

4.3.1 Long-term causes of the war

tlvd-10669

The immediate trigger of World War I was the assassination of the heir to the throne of the Austro-Hungarian Empire on 28 June 1914. Five weeks later the great powers of Europe, along with the countries of their empires and some other small nations, were at war. When the war began, most people thought that it would be over within a few months. Instead it raged for four years, causing great destruction and unimaginable suffering. Such conflicts rarely have one simple cause. To understand how and why the Great War happened we need to look well beyond the event that triggered the fighting.

SOURCE 2 *There's Room for You* by W.A. Fry, 1915. Posters such as this one from Britain emphasised the adventure of war.



Glorifying war

Today we know that war is terrible, cruel and destructive, and that it often has unforeseen consequences. However, most people did not understand this in early 1914. At school and in popular books, newspapers and magazines, war was often presented as a heroic adventure. Most people thought of wars as short, exciting, noble and glorious. At the same time, there was an arms race in Europe. Between 1870 and 1914 the great powers increased their military spending by 300 per cent and all the continental European powers adopted conscription. Some historians have described Europe in 1914 as a powder keg waiting for a spark to ignite an explosion.

Growing tensions

Imperialism and **nationalism** had caused international tensions and conflicts long before 1914. Fear and suspicion of their rivals drove nations to seek security through alliances with others. Leaders came to believe that their countries would be safer if they could rely on others to come to their aid if ever they were threatened. But such alliances could also drag countries into conflicts.

Germany's alliances

From the early 1870s Germany sought an alliance with Austria–Hungary and Russia. This was because the German states had taken two provinces — Alsace and Lorraine — from France during war in 1870, and Germany feared that France would want revenge. But such an alliance could not last because Austria–Hungary and Russia had competing interests. In 1879 Germany created the Dual Alliance, under which Germany and Austria–Hungary agreed that each would help the other if either was attacked by Russia. This accord became the Triple Alliance when Italy joined in 1882. At the same time, Germany attempted to remain friendly with Britain and to mend relations with Russia.

imperialism the policy of an empire by which it gains land by conquest and rules other countries, or dominates them as colonies

nationalism feeling of loyalty to a nation

SOURCE 3 European alliances at the beginning of 1914

Source: Map drawn by Spatial Vision.

France's alliances

From 1888 Germany's foreign policy took a new direction. When Germany failed to renew a treaty with Russia in 1890, France found an ally in Russia. In the 1894 Franco-Russian Alliance, each agreed to help the other if attacked by Germany. The new German ruler, Kaiser Wilhelm II, wanted to create a colonial empire and took steps to build up the German navy. This raised concerns in Britain, whose own empire depended on the Royal Navy's absolute superiority over any rival (see **SOURCES 3** and **4**). Alarmed by Germany's move, Britain signed the Entente Cordiale with France in 1904. When Britain and Russia settled their differences in 1907, Britain, France and Russia linked up in the Triple Entente.

Conflicting French and German interests in North Africa and conflicting Russian and Austrian interests in the Balkans led to increased tensions. However, it was in the Balkans that these tensions would erupt into war.

SOURCE 4 From a statement in 1914 by Sir Edward Grey, Britain's foreign minister from 1905 to 1916

The cause of anxiety now in public opinion here as regards Germany arises entirely from the question of the German naval expenditure … if she had a fleet bigger than the British fleet, obviously she could not only defeat us at sea, but could be in London in a very short time with her army.

SOURCE 5 The (British) Royal Navy's 1st and 2nd Battle Squadrons at sea in 1912. It was British policy to maintain a navy that was large enough and strong enough to defeat the navies of any two potential enemies.

4.3.2 The short-term causes of the war

Tensions in the Balkans

int-5643

Nationalism was an especially strong force in Europe's Balkan peninsula, where several national groups had won their independence from the Turkish Ottoman Empire since the 1820s. This current alarmed the military leaders of Austria–Hungary, who feared that the Austro-Hungarian Empire could also be infected by national minorities seeking independence. The main problem was tension between Austria and Serbia, the most powerful of the independent Balkan nations.

SOURCE 6 The Balkans and the Austro-Hungarian Empire at the end of 1913

Source: Map drawn by Spatial Vision.

Serbia was a **Slavic** nation. Serbian nationalists wanted other Slavic peoples within the Austro-Hungarian Empire to unite with it in a South Slav kingdom. Many Serbs were furious when, in 1908, Austria annexed two Turkish Balkan provinces, Bosnia and Herzegovina, where Serbs made up much of the population. By 1914 Serbia saw Austria as the main obstacle to its expansion. For its part, Austria viewed Serbia as a danger to its empire's

Slavic belonging to the Slavs (a language group including Russians, Serbs and other Central and Eastern European peoples)

continued existence. Austria–Hungary was much more powerful than Serbia, but Serbia had the backing of Russia, which portrayed itself as the champion of fellow Orthodox Christian Slavs (see **SOURCE 6**).

The assassination of Archduke Franz Ferdinand

On 28 June 1914, during an official visit to the Bosnian town of Sarajevo, the heir to the Austrian throne, Archduke Franz Ferdinand, and his wife, the Duchess Sophie, were fatally shot. Their killer was Gavrilo Princip, a 19-year-old Bosnian Serb. Princip and his fellow assassins belonged to an extreme Serbian nationalist group, Young Bosnia. Its aim was to see Bosnia united with Serbia. They were armed and assisted by Danilo Ilić, a member of the Black Hand, a secret society directed by the head of Serbian military intelligence.

SOURCE 7 This illustration appeared in a French magazine, 'Le Petit Journal', on 12 July 1914. The caption read: 'The assassination of the Archduke, Austrian heir, and the Duchess, his wife, in Sarajevo'.

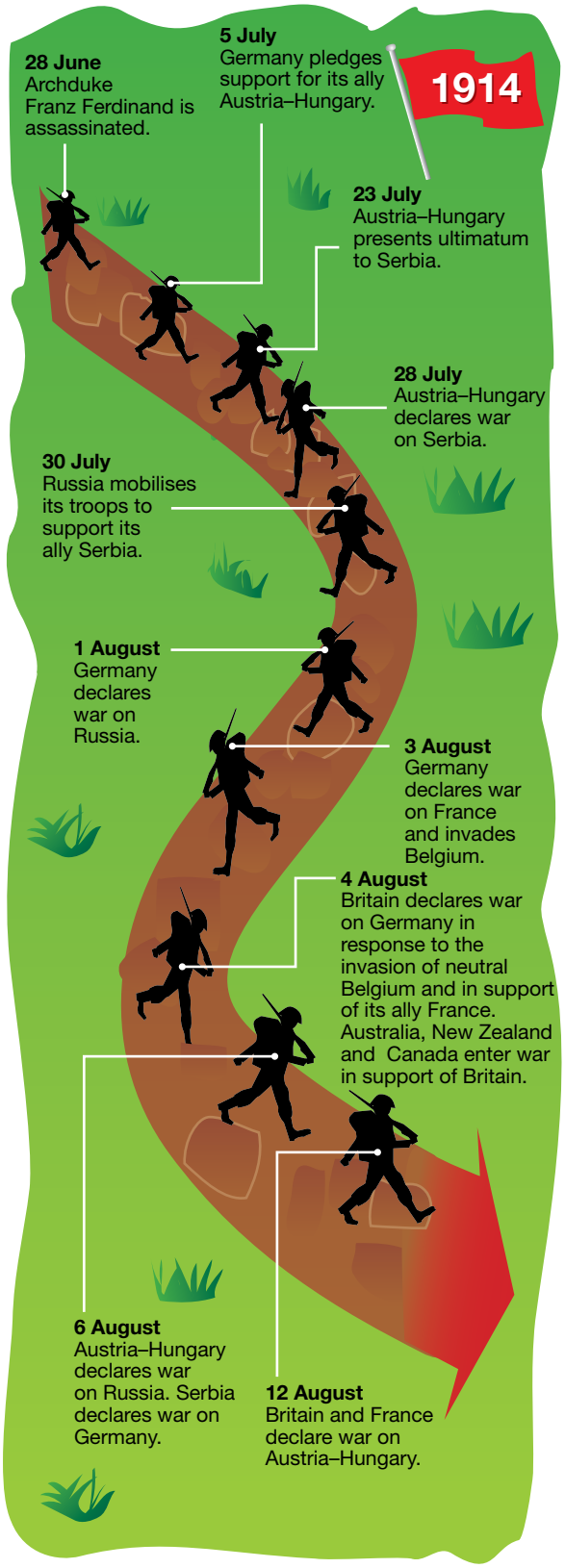
The assassins did not know that Archduke Franz Ferdinand was strongly opposed to any war against Serbia and wanted political reform in the Austro-Hungarian Empire with more rights for its subjects.

Events soon spiralled out of control. Austria now had an excuse to crush Serbia but needed to be sure of Germany's backing. Germany gave Austria a guarantee of military support and, on 23 July, Austria presented Serbia with an **ultimatum**.

ultimatum a final set of demands or terms backed by a threat

int-5644

SOURCE 8 The steps by which countries were drawn into the war in Europe



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Austria knew that Serbia could never accept all the terms of the ultimatum, especially its demand that Austrian troops be allowed to track down Serb terrorists inside Serbia.

SOURCE 9 From a letter written in 1918 by the youngest of the assassins, 17-year-old Vaso Čubrilović, to his sisters. Because he was under 20, Čubrilović was spared the death penalty but sentenced to 16 years' imprisonment.

I shall write as much as I remember about the assassination. I first thought about it in October 1913 in Tuzla, incensed by the fights we had with our teachers, the mistreatment of Serbian students, and the general situation in Bosnia. I thought I'd rather kill the one person who'd really harmed our people than fight in another war for Serbia. All I'd achieve in a war is to kill a couple of innocent soldiers, while these gentlemen who were responsible for it never come anywhere near the war itself …

Ilić … told me that there would be three others, apart from us three, and that Serbian officers were supplying the weapons. I asked if the Serbian government knew about it. He said no …

War begins

Serbia accepted many of the demands and offered to discuss others, but Austria proceeded to declare war on 28 July. Russia began to mobilise its forces to support Serbia on 30 July, so Germany declared war on Russia on 1 August.

After France declared it would stand by its Russian ally, on 3 August Germany declared war on France. As shown in **SOURCE 8**, Russia, Germany, France, Belgium, Britain and their empires were drawn rapidly into a world war.

4.3 SKILL ACTIVITY: Historical perspectives and interpretations

With a partner, **evaluate** the significance of the assassination of Archduke Franz Ferdinand as the trigger for World War I. Use the following questions as a guide:

1. If the Serbian government had really been involved in the assassination, would it have accepted most of the Austro-Hungarian ultimatum?
2. As Serbia did accept most of the ultimatum, why did Austria–Hungary still go to war?
3. Is it likely that Austria–Hungary would have gone to war without German backing?
4. The guarantee of military support that Germany gave to Austria–Hungary is often called 'the blank cheque'. What does this term mean?
5. Why did Germany encourage Austro-Hungarian aggression against Serbia?

4.3 Exercise

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4.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 7	5, 6, 10	8, 9

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Check your understanding

1. **Identify** three long-term causes that contributed to World War I.
   - A. Fascism
   - B. Alliances
   - C. Democracy
   - D. Nationalism
   - E. Communism
   - F. Imperialism
2. **Outline** Germany's motives for wanting alliances.
   Germany needed allies because during war in _____ it had taken two of France's provinces Alsace and _____. Germany feared that _____ would want revenge and thus sought allies to help them if France took action.
3. Leaders of the Austro-Hungarian Empire feared nationalism in the Balkans because of national minorities seeking independence from the Empire. True or false?
4. **State** what Serbian nationalists wanted.
5. **Explain** why a potential war between Austria and Serbia was likely to involve other nations.

Apply your understanding

Using historical sources

6. **Describe SOURCE 2** and **explain** how this image conveys the idea that war is a glorious adventure.
7. Using **SOURCE 3**, **identify** the members of the two rival European alliances at the beginning of 1914.
8. **Examine SOURCES 4** and **5**.
   - a. **Outline** why Britain was fearful of steps taken by Kaiser Wilhelm II to expand the German navy.
   - b. **Explain** how this development led Britain into an alliance with France and then with Russia.
9. **Demonstrate** how **SOURCE 6** can assist in understanding why Austria–Hungary wanted a war with Serbia.
10. Referring to **SOURCES 6, 7** and **8**, **describe** the steps by which a local conflict quickly became a wider war.

LESSON
4.4 Where was the war fought?

LEARNING INTENTION

By the end of this lesson you should be able to identify and describe the significance of the main battlefronts and other theatres of war during World War I.

TUNE IN

The battlefronts of World War I were often harsh, unforgiving environments that were made worse by the activities of so many men, machines and animals.

SOURCE 1 'Bringing up the ammunition, Flanders, Autumn 1917', by H. Septimus Power. This painting, which was completed in 1920, shows Australian soldiers with teams of horses struggling through mud as they pull carts loaded with machine-gun ammunition.

1. Study **SOURCE 1**. Discuss some of the difficulties soldiers would have faced in these kinds of conditions.
2. Do you think this is exaggerated or an accurate depiction? Explain your response.

4.4.1 The main battlefronts

World War I was fought between two groups of countries — the Allies and the Central Powers. At first the Allies consisted of the British, French and Russian empires along with Serbia and Belgium. The Central Powers were Germany, the Austro-Hungarian Empire, Bulgaria and the Turkish Ottoman Empire. Partly because Britain, France, Germany and Türkiye had empires outside Europe, what began as a European war became a global war. It was fought on many fronts: on land, on and under the sea and in the air.

In return for promises of territory, Italy withdrew from the Triple Alliance and joined the Allies in May 1915. As the war progressed, other countries joined the Allies. Among them were Greece, Portugal, Romania, Japan, China, Brazil and the small countries of Central America, although many of them expressed their support without joining the fighting. The United States of America joined the Allies in 1917.

The Western Front

Germany's strategy was based on the fact that it had an enemy to the west (France) and a bigger enemy to the east (Russia), and that it would be impossible to defeat both at the same time. Count Alfred von Schlieffen had developed Germany's basic plan in 1905. Under the Schlieffen Plan, during the six weeks the Germans believed Russia would need to mobilise its army, Germany would launch a quick attack to defeat France. The victorious German forces could then be moved by rail to the east to fight Russia.

Attacking France through neutral Belgium in August 1914 would avoid the much slower task of a direct invasion across the heavily fortified French–German border. The plan failed largely because of strong Belgian resistance, something Germany had not expected. Belgian resistance delayed Germany's advance and helped French and British forces to halt the Germans in northern France in September 1914. Both sides dug trenches to reduce their losses from enemy artillery and machine-gun fire. Over the next four years, millions of lives were lost in huge offensives aimed at breaking the **deadlock** that resulted from trench warfare.

deadlock a stalemate in which neither side can gain an advantage

tlvd-10724

SOURCE 2 How the Schlieffen Plan was meant to work

Source: Map drawn by Spatial Vision.

The Eastern Front

On the Eastern Front, Russian forces had some early successes but they were poorly led and equipped, and the Germans soon gained the advantage. Around 2 million Russian soldiers were killed, wounded or taken prisoner during the war. Despite some victories against Austro-Hungarian forces, Russia's military was collapsing by early 1917 and the Revolution of November 1917 ended Russia's involvement in the war (see lesson 4.12).

4.4.2 Other theatres of war

The war at sea

Germany's naval build-up had been a major reason for Britain's decision to become an ally of France and Russia. Both Britain and Germany believed that navies could determine the outcome of war. However, in 1914 the German fleet was trapped in its ports, so the British navy's main role was maintaining a **blockade** to prevent Germany from importing war materials. Germany retaliated by sending out U-boats to sink allied shipping. In January 1917 **U-boats** began to attack ships of neutral countries trading with the Allies. This led to the United States joining the Allies in April 1917.

blockade sealing off an area so that nothing can get in or out
U-boats German submarines

Other European fronts

When Italy joined the Allies a new front was opened along its mountainous frontier with Austria. Fighting continued there throughout the war. In 1916 Austrian and German troops overran Romania soon after it joined the Allies. After Russian forces captured Armenia from Türkiye in 1915, Turkish soldiers rounded up hundreds of thousands of Armenians living within Turkish territory. They were sent on a death march and massacred. In the same year, the Allies failed in their attempt to invade Türkiye via the Gallipoli Peninsula (see lesson 4.6).

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SOURCE 3 Major battlefields of World War I

Source: Map drawn by Spatial Vision.

War in the colonies

With most of its navy bottled up in port, Germany was unable to defend its colonies. In 1914 South Africa took German South-west Africa, Australia took German New Guinea, and Japan seized Germany's Pacific islands colonies and territory in China. Türkiye's Middle Eastern colonies became a theatre of war from 1915, when Britain encouraged Arab leaders to revolt against the Turks with promises of independent kingdoms. These promises were later dishonoured. Germany, in turn, created colonial problems for Britain by shipping arms to Irish rebels, who staged an unsuccessful revolt against British rule in Ireland in 1916.

4.4 SKILL ACTIVITY: Communicating

1. How would you **describe** the experiences of soldiers fighting in the conditions shown in **SOURCE 4**?
2. Would any of them have still had the enthusiasm they might have had when they enlisted?
3. **Describe** how you think such experiences would have changed their perspectives.

SOURCE 4 An Australian War Memorial diorama depicting Australian troops fighting and dying in the mud on the Western Front in the later years of the war.

4.4 Exercise

learnon

4.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 5	3, 6, 7	8, 9, 10

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Check your understanding

1. What was the effect of Britain's naval blockade on Germany's ability to import war materials and to defend its colonies?
   - A. Germany could not defend its overseas colonies from being annexed by other countries.
   - B. Germany was not concerned as they could fight on land.
   - C. Germany could not import war materials.
   - D. It had no effect on Germany whatsoever.
2. The Allies were joined by other countries as World War I progressed. True or false?
3. **Describe** how the Allies arranged for Italy to change sides.
4. **Explain** why Germany was able to achieve victories on the Eastern Front.
   Germany was able to achieve victories on the Eastern Front during World War I because the _____ forces were poorly led and poorly equipped.
5. At the beginning of the war, **define** who were the Allies and who were the Central Powers.

Apply your understanding

Using historical sources

6. **Examine SOURCE 2**. In one or two paragraphs, **explain** the following.
   a. Why Germany needed to defeat France quickly
   b. How the Schlieffen Plan was meant to achieve this
   c. Why the attack on France had to be made through neutral Belgium
7. **Analyse SOURCE 2**. **Clarify** why Germany's Schlieffen Plan failed.
8. **Investigate SOURCE 3**. **Identify** the locations of the Western Front, Italian Front and Eastern Front and other theatres of war in Europe and in the Middle East.

Communicating

9. **Decide on** three developments that could be regarded as turning points in the war during 1914 and 1915.
10. **Discuss** what effect each of these turning points had on the Allies and **consider** how important each was at the time and the effect each turning point had on the Allies.
    a. The British blockade of the German fleet
    b. Strong Belgian resistance
    c. Italy joining the Allies

LESSON
4.5 Why did Australians enlist and where did they fight?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Australians responded to the outbreak of World War I, explain why vast numbers enlisted, and summarise where they fought.

TUNE IN

Why were many Australians willing to fight in World War I, and where did they serve? You have already learned about how World War I began and the main developments that shaped the course of the war. Now we will try to understand why Australians took part and the ways in which they contributed. **SOURCE 1** is from a letter written by an Australian soldier.

tlvd-10726

SOURCE 1 Australian soldier Private A.J. McSparrow, in a letter dated 18 March 1915. Private McSparrow died of wounds in August 1916.

I have [enlisted] … and I don't regret it in the very least. I believe it is every young fellow's duty … besides every paper one lifts it has something to say about young fellows being so slow in coming forward … we are the sort of men who should go.

1. Read **SOURCE 1** and discuss this particular man's motivations for joining the war effort.
2. Do you think Australians thought of themselves as Australians or British or both?

4.5.1 Australia's response to the outbreak of war

When Britain declared war on Germany on 4 August 1914, Australia was part of the British Empire and therefore was also at war. The Australian Labor Party leader, Andrew Fisher, expressed a popular view when he pledged that Australia would back Britain 'to the last man and the last shilling'. Australia was the only combatant that did not impose conscription, so individual Australians still had the choice of whether or not they would fight. But enthusiastic volunteers from all over the country rushed to **enlist**.

Why did they do this? Soldiers' letters and diaries reveal that some went for personal reasons such as to escape unemployment, to travel or to seek adventure. Many imagined war as exciting and thought that this one would be over in weeks. But most joined believing that Britain's cause was right. They had been brought up to believe that men should be willing to die for their country and the empire, and that Australia needed to prove to Britain that Australians were heroic and worthy of being regarded as true Britons.

enlist to join voluntarily, usually the military

SOURCE 2 Corporal R.E. Antill, in a letter to his parents dated 23 April 1915. Corporal Antill was killed in action in July 1917. ('4/-' means four shillings.)

… things were so [economically] bad in Melbourne … and they are a jolly site worse now … every day that passes 4/- goes down to me and this war is bound to last a good while yet … if I am killed you will get what is due to me just the same, as it goes to the next of kin.

4.5.2 Where did they fight?

Australia quickly recruited a volunteer army it called the Australian Imperial Force (AIF). By September 1914, 20 000 soldiers had been selected and organised into the 1st Infantry Division and a Light Horse (mounted) Brigade. By December they were training in Egypt. There the AIF was joined by 10 000 New Zealand troops to form the Australian and New Zealand Army Corps (ANZAC).

Australians took part in several theatres of the war on land, at sea and in the air.

int-6667

SOURCE 3 Where Australians fought in World War I

Where Australians fought in World War I

Gallipoli

In 1915 Australians played a major role in the Allies' failed attempt to invade Türkiye through an attack on the Gallipoli Peninsula (see lesson 4.6).

The Western Front

By September 1914 French and British forces had halted the German advance on the fields of northern France and Belgium. Between 1916 and 1918, all five Australian Divisions took part in the terrible fighting on the Western Front (see lesson 4.9).

War at sea

In Australia's first action in the war, the small Royal Australian Navy (RAN) sent its only battle cruiser *Australia* with the Australian Naval and Military Force to capture German New Guinea in September 1914. The RAN also escorted convoys of transport ships carrying troops to the war. It drove the Germans out of the Pacific. It also served in the Atlantic and Indian oceans, the Mediterranean and the North Sea.

The Middle East

The Australian Flying Corps, the Australia Light Horse and Australians in the Imperial Camel Corps played a big role in battles against Turkish forces in Egypt and Palestine between 1916 and 1918.

DID YOU KNOW?

In the days after the Gallipoli landing, Private John Simpson (Kirkpatrick), stretcher-bearer of the 3rd Australian Field Ambulance, calmly led his donkey up and down the gully from the front line to the beach, evacuating many wounded men, until he was killed on 19 May. Simpson was born in England, but enlisted in Perth after working in many different places around Australia. Statues of Simpson and his donkey are located near the Australian War Memorial in Canberra and many other war memorials around Australia.

SOURCE 4 Simpson (in the white shirt fourth from the left) at Blackboy Hill training camp in Perth with members of 3rd Field Ambulance, 1914

Source: Australian War Memorial P04962.001.

4.5 SKILL ACTIVITY: Communicating

On 9 November 1914, the light cruiser HMAS *Sydney* (I) sank the German raider SMS *Emden* near the Cocos-Keeling group of islands in the Indian Ocean, about 2000 km north-west of Exmouth, Western Australia. This was considered a great feat because the *Emden* had already sunk 25 Allied steamers and two warships and raided Allied bases in the Pacific.

Working in small groups, use the website of the Australian War Memorial or the Royal Australian Navy to **research** more about the incident shown in **SOURCE 5**.

Use this information to **create** a newspaper headline and the kind of news article that might have told of the incident in 1914.

SOURCE 5 *Emden beached and done for, 9 November 1914*, painted by Arthur Burgess in 1920

4.5 Exercise

learnon

4.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 4, 9	6, 7, 8,10

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Check your understanding

1. Andrew Fisher's view that Australia should support Britain 'to the last man and the last shilling' was a popular one. True or false?
2. Referring to **SOURCE 3**, **identify** which of the following places were countries where Australians fought during World War I.
   - **A.** United States
   - **B.** Türkiye
   - **C.** Germany
   - **D.** Egypt
   - **E.** New Zealand
   - **F.** Palestine
3. **Define** the meanings of AIF and ANZAC.
4. When Andrew Fisher stated that Australia would back Britain 'to the last man and last shilling', what did he mean?
5. **Describe** in what way enlistment in Australia was different to enlistment in other combatant countries.

Apply your understanding

Using historical sources

6. **Compare** and **contrast SOURCES 1** and **2**.
   - **a. Identify** Private McSparrow's motives for enlisting in **SOURCE 1**.
   - **b. Recall** Corporal Antill's motives for enlisting in **SOURCE 2**.
   - **c. Explain** how these two sources represent different perspectives.
   - **d. Propose** a hypothesis about motives for enlisting that could be supported by these two sources.
7. **Reflect on SOURCE 4**. Write and/or role-play an imaginary conversation between two of the men, in which they discuss their beliefs and feelings that led them to sign up for the war and what they expect the war to be like.

Historical perspectives and interpretations

8. **Elaborate** on the feelings Australians had about the British Empire that encouraged them to enlist.
9. Australians had fought for the British Empire in previous conflicts; **explain** why their involvement in World War I was of much greater historical significance.
10. Write a brief paragraph **describing** the beliefs and values that contributed to enlistment.

LESSON
4.6 Why did Australians fight at Gallipoli?

LEARNING INTENTION

By the end of this lesson you should be able to explain why the Gallipoli campaign was fought, discuss what happened during the landing at Gallipoli, and evaluate the goals of the campaign.

TUNE IN

Every year on 25 April, Australians commemorate Anzac Day. It marks the day in 1915 when Australian troops landed under fire on Türkiye's Gallipoli Peninsula.

SOURCE 1 The Gallipoli Peninsula

Source: Map drawn by Spatial Vision.

1. Why is that landing regarded as so significant?
2. Why do you think we commemorate Australian sacrifices in wars on that day rather than a different day in World War I or, for example, a significant day in World War II?

4.6.1 Why Gallipoli?

Between 25 April and 18 December 1915 thousands of young Australian and New Zealand soldiers died on the beaches and cliffs and in the gullies of Türkiye's Gallipoli Peninsula during Australia's first land campaign of World War I. Although the expedition was a failure, the courage and endurance of these men created the Anzac legend.

The soldiers of the AIF had expected to sail to England to complete their training and then be shipped off to the Western Front in France and Belgium, where most British troops were fighting the Germans. Instead the Anzacs were trained in Egypt to form a crucial part of a campaign against Germany's ally Türkiye.

The strategy for an Allied attack on Gallipoli was based on the idea of Winston Churchill, who, as First Lord of the Admiralty, controlled Britain's Royal Navy. Churchill thought that an attack on Türkiye would shorten the war because:

- Türkiye could be defeated and Austria–Hungary would be threatened
- Greece, Bulgaria and Romania would be persuaded to join the Allies
- supplies could be shipped through the Dardanelles (a narrow strait between the Aegean Sea and the Black Sea) to Russian troops, who were fighting Germany on the Eastern Front.

The first aim was to capture the Dardanelles (see **SOURCE 1**), opening the heavily fortified strait to Allied shipping. A landing of British, French, Anzac and other British Empire troops was planned after a failed naval attack. The Allied forces were to land on the Gallipoli Peninsula.

4.6.2 The landing at Gallipoli

tlvd-10727

The first landing of soldiers on the beaches of Gallipoli took place on the morning of 25 April 1915. British and French troops landed around Cape Helles. Australians and New Zealanders landed before dawn north of Gaba Tepe. The Anzacs had to reach the shore in landing craft and claw their way up steep cliffs under Turkish fire. Throughout the first day there was confusion and ferocious fighting, much of it hand-to-hand.

SOURCE 2 *Anzac, the landing 1915*, by George Lambert. Completed between 1920 and 1922, the painting shows men of the 3rd Brigade struggling under fire up the slopes of Ari Burnu shortly after 4.30 am on 25 April 1915.

Lambert, George
Anzac, the landing 1915 (1920–1922)
Oil on canvas, 190.5 × 350.5 cm
Australian War Memorial ART02873

The battle ebbed and flowed and at last the Turks, fighting courageously, won back control of the high ridges that had been reached by scattered groups of Anzacs.

As night fell, the Anzacs found themselves holding only a few square kilometres of beach, cliffs and gullies, and they were ordered to dig in.

Through the night the Turks launched waves of fierce counterattacks. Both sides suffered heavy losses but the Anzac lines held. Strategically, the landing had failed, because the Turks still held the high positions. For the Anzacs it was a triumph of courage over inexperience, but they paid a high price. At least 2300 died that day.

aud-0496

SOURCE 3 From the diary of Sergeant W.E. Turnley, who took part in the initial landing at Anzac Cove

There are a couple of lights flashing about — they must have seen us … Crack! Swish! Ping! At last … the suspense is over! … some get ashore safely, some are hit slightly, others are drowned in only a couple of feet of water because in the excitement nobody notices their plight. [One] fellow remains in the boat after all the others have disembarked … he … looks at us dazedly, leaning forward on his rifle … the soldier falls forward into the bottom of the boat, dead.

SOURCE 4 From a description of the landing by British general Sir Ian Hamilton, commander of the 80 000 Allied troops at Gallipoli

Like lightning they leapt ashore … so vigorous was the onslaught that the Turks made no attempt to withstand it and fled from ridge to ridge pursued by Australian infantry.

4.6.3 The long and tragic months on Gallipoli

The Gallipoli campaign was not to be the quick, glorious victory Australians had expected. It was a long, agonising ordeal in which the death toll mounted on both sides. During the first week the fighting hardly stopped. By early May most Anzac officers and about half the men in each battalion had been killed or wounded. Despite such casualties, many wounded men who had been evacuated were anxious to return to the front.

SOURCE 5 The Australian 22nd Battalion, newly arrived from Egypt, going into the line at the southern part of Lone Pine, Gallipoli Peninsula, 6 September 1915.

The Turkish counterattack

On the night of 18–19 May the Anzacs withstood a massive counterattack as 42 000 Turks were ordered to drive them from their positions and back into the sea. In courageous but suicidal charges, the Turks lost 10 000 men, half of whom lay dead or wounded in **no man's land**. Around midday a truce was arranged so both sides could bury their dead before the battle resumed.

Life on Gallipoli

These were weeks of tragic waste, terror and extraordinary courage. With the Turks occupying much of the high ground above them, none of the Anzacs were ever free from danger. Yet they were forced to adapt to life on Gallipoli. Soldiers made grenades from jam tins filled with explosives, nails, stones and shrapnel. Some men learned to catch Turkish grenades and throw them back before they detonated. Mass bayonet charges were frequent but were doomed because, once in open ground, the men were cut down by machine-gun fire. Increasingly they turned to the tactic of mining under enemy trenches and blowing them up from below.

The heat of summer and the many rotting corpses in no man's land brought such incessant swarms of flies that soldiers wrote of their mouths filling with flies when they tried to eat a biscuit with jam. With the flies came diseases such as typhoid and dysentery.

Despite the fact that both sides often killed men rather than take prisoners, the Anzacs and the Turks came to respect each other's courage. The Australians affectionately called their adversaries 'Jacko', 'Abdul' or 'Johnnie Turk'. In between the bombs and bullets, gifts, jokes and greetings were exchanged.

no man's land unoccupied ground between the front lines of opposing armies

Lone Pine

In August, operations aimed at breaking the deadlock and seizing the high ground began. Australian troops had the task of diverting Turkish forces while another force of Anzac, British and Indian troops landed at Suvla Bay and advanced to capture the high ridges. The Lone Pine diversion was among the most savage battles of the Gallipoli campaign. The Australians charged the Turkish positions and more than 2300 were killed or wounded in four days and nights of hand-to-hand fighting. The Turks lost about 6000 men. New Zealand troops also suffered very heavy casualties in the August operations. As part of the main offensive, they had the task of clearing the foothills to the left of Anzac Cove and taking the high ridges at Chunuk Bair. They succeeded in holding Chunuk Bair for just a few hours on 8–9 August before the Turks won it back.

The Nek

On 7 August, in another attack whose aim was to divert the Turks, troops of the Australian Light Horse were ordered to make bayonet charges up a narrow strip of open ground called the Nek. The attacks proceeded even though the plan to capture the ridges had failed. The naval bombardment of the Turkish trenches stopped several minutes too soon. This allowed the Turks to return to their firing positions. Four successive lines of Light Horsemen, each of about 150 men, charged from their trenches towards the Turkish lines. Cut down by machine-gun fire, nearly all fell dead or wounded within a few metres of their own trenches. Their bravery was extraordinary but their deaths achieved nothing.

4.6.4 Withdrawal from Gallipoli

After seven months, the British command finally accepted that victory would not be possible. Ironically, the best-managed part of the entire campaign proved to be the withdrawal of all Allied soldiers during December. The soldiers and war materials were evacuated secretly at night. Throughout the operation every effort was made to convince the Turks that nothing out of the ordinary was going on. Cricket matches were played on the beach, and empty crates were brought ashore each day. When the Turks charged down from the hills on 20 December they found that the enemy had vanished.

SOURCE 6 During the evacuation, the Allied troops needed to make the Turks think they were still in their trenches. One trick was to rig rifles to fire automatically. Once enough water had dripped from the top tin into the bottom tin, its weight pulled the trigger. These were often called 'drip rifles'. This photo of a drip rifle was taken by Australian war correspondent and historian C.E.W. Bean on 17 December 1915.

Source: *AWM G01291.*

DID YOU KNOW?

When they abandoned Gallipoli, the Anzacs left behind 7591 Australian and 2431 New Zealand dead. Many thousands of other British Empire soldiers and French and Turkish troops also died during the campaign.

4.6 SKILL ACTIVITY: Questioning and researching

Visit the Australian War Memorial website and find at least three more photographs of events of the Gallipoli campaign. Use them to present a data show on Gallipoli. **Explain** why you chose each photograph and what each tells us about soldiers' experiences.

1. In pairs or small groups, **evaluate** the significance of the Gallipoli campaign for Australia. In your evaluation, **consider**:
   - a. how important it was to people living at the time
   - b. how many people were affected directly and indirectly
   - c. whose lives were changed and how they were changed
   - d. how long-lasting the consequences were
   - e. what has been the legacy of Gallipoli
   - f. why Gallipoli was considered a triumph as well as a tragedy.

4.6 Exercise

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4.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6, 7	8, 9, 10

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Check your understanding

1. **Identify** the strategic advantages that Winston Churchill thought would be gained by capturing the Dardanelles.
   - A. Supplies could be shipped through the Dardanelles from the Eastern Front to help the Allies on the Western Front.
   - B. Supplies could be shipped through the Dardanelles to the Eastern Front to help the Russians against Germany.
   - C. Türkiye could be persuaded to join the Allies.
   - D. The defeat of Türkiye would weaken Austria–Hungary.
   - E. Greece, Bulgaria and Romania would be persuaded to join the Allies.
2. The day after the landing it was clear that the Anzacs had the strategic advantage. True or false?
3. At least _____ Anzacs died on the _____ day. By the _____ of May _____ Anzac officers and about _____ men in each battalion had _____. On the night of 18–19 May _____ Turkish forces counterattacked; in courageous but suicidal charges the Turks lost _____ men.
4. **List** some of the hardships faced by the Anzacs during the Gallipoli campaign and **describe** ways in which they adapted and coped.
5. **Describe** the aims and consequences of the attacks at Lone Pine and the Nek.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 1**.
   - a. **Explain** why it was never likely that Allied ships would get past the Turkish minefields.
   - b. **Explain** why it might have been assumed that Allied troops would have more success than ships in trying to get through the Dardanelles.

7. **Describe** the main features that the artist wants us to notice in **SOURCE 2**.
8. **Compare SOURCES 3** and **4.**
   a. **Clarify** the differences in their perspectives.
   b. **Explain** which Source you believe to be more reliable and give the reasons for your choice.
9. **Investigate SOURCE 5** and **identify** reasons why it would have been very difficult for these men to attack the Turkish trenches at Lone Pine without suffering high casualties.
10. **Reflect on SOURCE 6**. Describe how this device worked and how it contributed to the successful withdrawal from Gallipoli.

LESSON
4.7 Why have aspects of the Gallipoli campaign been contested?

LEARNING INTENTION

By the end of this lesson you should be able to comment on how and why some aspects of the Gallipoli campaign have been the subject of historical debate.

TUNE IN

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SOURCE 1, painted by war artist Frank Crozier in 1919, shows the terrain at Ari Burnu, where the Anzacs landed and established their hold on a small piece of the Gallipoli Peninsula.

Some Australians have objected to the idea that aspects of the Anzac legend could be contested.

1. Why would someone want to avoid discussion of contested issues in history?
2. Should anything be regarded as uncontestable?

SOURCE 1 *The beach at Anzac*

Crozier, Frank
The beach at Anzac (1919)
Oil on canvas, 123.4 × 184.6 cm
Australian War Memorial ART02161

4.7.1 What is a historical debate?

One of the most important concepts in history is **contestability**. It means that interpretations of the past are open to debate. Sometimes this is because of a lack of evidence or the discovery of new evidence. It can also be because historians bring different perspectives to an investigation. Very often one interpretation of an event comes to be popularly accepted as the truth, and is thought to be the only possible interpretation. But then it is challenged and a new debate begins.

contestability the idea that people's understanding of the past can differ depending on their perspective or their access to, and understanding of, evidence

4.7.2 Contestability: the Anzac landing

For much of the twentieth century, most Australians believed that the terrible losses Australian troops suffered during the landing at Gallipoli and, to an extent, the failure of the entire Gallipoli campaign, resulted from the troops being landed at Ari Burnu, north of their intended landing place below Gaba Tepe.

Charles Bean, Australia's official war historian during World War I, stated that the Anzacs were put ashore at the wrong place. He wrote, 'The carefully laid plans had been torn to shreds by the current that had carried the tows [landing craft] too far northward …' Other historians and most people in general accepted this view, believing that the soldiers failed to gain the territory needed for the campaign's success at least partly because of the landing error.

Challenging the accepted interpretation

More recently, several historians have challenged that view. This is common in historical work, partly because historians writing soon after events do not always have all the evidence they need. For example, Bean could not have used the military intelligence that went into planning the Gallipoli campaign because it was kept secret for 50 years.

How to understand the historical debate

To understand this debate or any historical debate, we need to recognise how a new interpretation can challenge an earlier argument. To do this we:

- identify the main argument of the earlier interpretation
- identify the main argument of the later interpretation and how it differs from the earlier interpretation
- analyse the detailed evidence used to support the argument of the later interpretation.

SOURCE 2 From Denis Winter, 'The Anzac landing: the great gamble?' in *Journal of the Australian War Memorial*, April 1984, pp. 15, 18

The problem to be resolved is whether the landing at Anzac was a simple piece of bad luck or whether it was part of Birdwood's plan … An unsuspected sea current provides the strongest point in favour of failure being due to factors beyond human control … But the case against the current is a strong one. Earlier work around the peninsula with submarines meant that the navy was well aware of swift currents around the landing point … the possibility of an unsuspected or unmeasurable current may be discounted …

Colonel W. R. McNicol … gave an address … on the anniversary of the landing, saying that the position attacked was identical with orders …

Source: *AWM 02161*.

SOURCE 3 From Chris Roberts, 'The Landing at Anzac: a reassessment', in *Journal of the Australian War Memorial*, April 1993, pp. 27–29

Birdwood's aim of taking the Turkish defenders by surprise was achieved. A landing north of Gaba Tepe had not been expected and the small garrison defending Anzac Cove put up a brief resistance before fleeing inland … By about 5.00 a.m. the high ground overlooking Anzac Cove had been captured …

Therefore, there is little ground for claiming, as Bean concludes, that the misplaced landing was a major reason for the failure of the ANZAC assault to achieve its intended objective.

Indeed, there is strong evidence that the error was fortunate. Birdwood himself believed so. The strongest Turkish defences were at Gaba Tepe and these covered the original landing beach and its seaward approaches … Birdwood and others believed that heavy casualties would have been experienced had the landing gone as planned.

4.7 SKILL ACTIVITY: Communicating

In small groups, **discuss** why there will probably be ongoing historical debate on the issue of the Anzac landing at Gallipoli on 25 April 1915.

4.7 Exercise

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4.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 5	6, 7, 9	8, 10

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Check your understanding

1. Use the words provided to complete the following paragraph about historical debate to practise using historical terminology.

only possible	discovery	perspectives	contestability	new
challenged	interpretations	the truth	debate	lack

One of the most important concepts in history is _____. It means that _____ of the past are open to debate. Sometimes this is because of a _____ of evidence or the _____ of _____ evidence. It can also be because historians bring different _____ to an investigation. Very often one interpretation of an event comes to be popularly accepted as _____, and is thought to be the _____ interpretation. But then it is _____ and a new _____ begins.

2. What, according to Bean's long-accepted interpretation of the Gallipoli landing, was the consequence of landing 'too far northward'?
   - **A.** The Anzacs won the Gallipoli campaign.
   - **B.** The British won the Gallipoli campaign.
   - **C.** The Gallipoli campaign failed because the Anzacs could not gain the territory needed to win.
   - **D.** The Gallipoli campaign failed because they gained more territory than they had planned for.
3. According to Bean, the Anzacs landed in the wrong place in Gallipoli because of strong currents. True or false?
4. **Identify** where, according to Charles Bean, the Anzacs were meant to have landed.
5. **Outline** the steps in understanding a historical debate.

Apply your understanding

Using historical sources

6. **Examine SOURCE 1** and state what you think are the advantages and disadvantages for the Anzacs of landing at Ari Burnu instead of at Gaba Tepe.
7. In **SOURCE 2**, Denis Winter argues that Bean's interpretation is wrong because the Anzacs were landed where they were intended to be landed, at Ari Burnu. **Explain** what evidence Winter gives to support his interpretation.
8. Read **SOURCE 3**. **Identify** Roberts' main argument and the evidence used to support his interpretation.

Communicating

9. **State** the significant differences between the interpretations of Winter and Roberts.
10. Write and **develop** a paragraph explaining your interpretation of the Gallipoli landing, based on the evidence presented in the sources in this lesson.

LESSON
4.8 What were the hardships of trench warfare?

LEARNING INTENTION

By the end of this lesson you should be able to describe the features of trench warfare and the conditions experienced in the trenches of the Western Front.

TUNE IN

Trench warfare was commonplace in World War I.

Can you imagine what trench warfare must have been like? Millions of men fought in all kinds of weather in trenches on the Western Front during most of World War I.

SOURCE 1 A battlefield trench in World War I containing injured British soldiers

1. Have you seen any movies depicting conditions of trench warfare? If so, what impression did those movies give of what it was like?
2. Why do you think trench warfare was the main kind of warfare in World War I but not in earlier and later wars?

4.8.1 The trenches of the Western Front

The main fighting of World War I took place in and around the trenches of the Western Front. By 1915 these stretched over 500 kilometres, from the Belgian coast through to the Swiss Alps, and were home to millions of troops. Trench warfare produced no winners; rather, it was a defensive tactic that led to continual **stalemate**. Over four years the armies of both sides lived and died in them. When the fighting was at its heaviest, tens of thousands of men could be killed or wounded in a single day. On 1 July 1916, the British forces suffered 57 470 casualties, including 19 240 fatalities. They gained just three square miles of territory.

Most battlefield trenche contained many defensive structures. The most commonly used arrangement was the three-line trench system. This allowed front-line trenches for firing at the enemy, support trenches where troops could be rested, and reserve trenches to hold reinforcements and supplies. Communication trenches linked all three trench lines, allowing for easier movement of troops and information. Some German trenches extended up to ten metres underground.

stalemate (from chess) a situation in which neither side can gain a winning advantage

int-6298

tlvd-10729

A Trenches were generally designed in a zigzag pattern; this helped to protect the trench against enemy attack. Each bend could be defended separately if necessary and explosions could be contained.

B Trench toilets were called latrines. They were usually pits 1.5 metres deep, dug at the end of a short gangway. Each company had two sanitary personnel whose job it was to keep the latrines in good condition. Officers gave out sanitary duty as a punishment for breaking army regulations.

C The British army employed 300 000 field workers to cook and supply the food for the troops. However, in many instances there was not enough food for the workers to cook. Rations were regularly cut and of a poor standard. The bulk of the diet in the trenches was bully beef (canned corned beef), bread and biscuits.

D Sandbags filled with earth were used to shore up the edges of the trenches; they also helped to absorb bullets and shell fragments. The men packing and then stacking the filled bags worked in pairs and were expected to move 60 bags an hour.

E Machine guns were one of the most deadly weapons. They were able to fire 400–500 bullets every minute.

F Fire steps and scaling ladders were needed to enable the troops to go 'over the top' of the trenches. Going 'over the top' refers to the orders given to troops to leave the trenches and head out into no man's land in an attempt to attack the enemy trenches.

G Each soldier was issued with a kit containing 30 kilograms of equipment. This included a rifle, two grenades, 220 rounds of ammunition, a steel helmet, wire cutters, field dressing, entrenching tool (a spade), a heavy coat, two sandbags, rolled ground sheet, water bottle, haversack, mess tin, towel, shaving kit, extra socks and preserved food rations. The weight made it very difficult to move quickly, and many men chose to share gear to minimise their load.

H Barbed wire was used extensively throughout the trench system. While it helped to protect the trenches, it made it very difficult to attack the opposing trench. In the dark of night, soldiers were sent out to cut sections of wire to make it easier for the attacking soldiers in morning raids. Minor cuts and grazes caused by the barbed wire often became infected in the unsanitary conditions of the trenches.

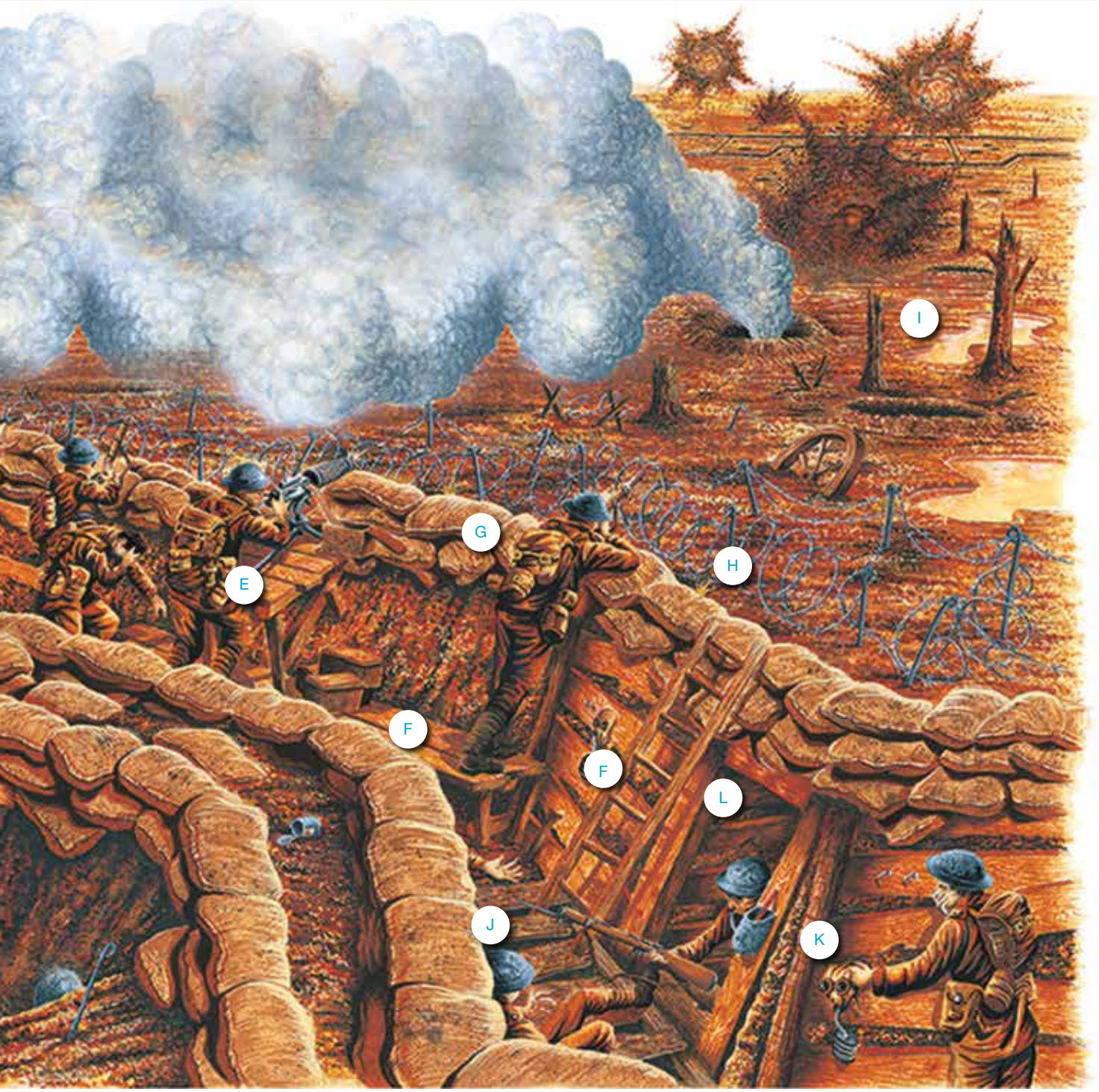
I No man's land was the space between the two opposing trenches; it was protected by rows of barbed wire. It could be anywhere from 50 metres to one kilometre wide.

J Duckboards were wooden planks placed across the bottom of trenches and other areas of muddy ground. They enabled soldiers to stand out of the mud. The trench system was constantly waterlogged, particularly during the winter months. Duckboards protected the men from contracting the dreaded **trench foot** and from sinking deep into the mud.

K The use of mustard gas and other chemical weapons meant that all soldiers needed to have gas masks near at hand. Until all troops could be issued with masks, many soldiers used urine-soaked material to help keep out the deadly gas. Mustard gas was almost odourless and took 12 hours to take effect. It was so powerful that small amounts, added to high-explosive shells, were effective. Once in the soil, mustard gas remained active for several weeks.

SOURCE 2 Modern artist's interpretation of a trench system

trench foot a painful, swollen condition caused by feet remaining wet for too long; if gangrene set in, the feet would have to be amputated



L Long, cold, wet winters and hot, dry summers would have made life in the trenches horrendous. Snow, rain and freezing temperatures drastically slowed combat during the winter months. Lack of fresh water, scorching sun with limited coverage, and the stench of dead bodies and rubbish would have made the hotter months unbearable.

4.8 SKILL ACTIVITY: Questioning and researching

The Australian War Memorial (AWM) has a huge collection of photographs of actual scenes of trench warfare during World War I.

1. Use the AWM website to locate some of these photographs and use them to corroborate the details of **SOURCE 2**.
2. Find photographs that show at least three of the following:
   a. trenches filled with mud from heavy rain
   b. trenches in freezing winter conditions
   c. trench warfare landscapes that have been bombarded by artillery
   d. shell craters
   e. dugouts
   f. the effects of gas attacks
   g. the effects of trench foot.
3. **Annotate** your three photos **explaining** what they show. Or write a report on what each of your selected three photographs shows and present your report to the class accompanied by the images.

4.8 Exercise

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4.8 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 7, 8	6, 9, 10

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Check your understanding

1. No _____ land was the space between the two opposing _____; it was protected by rows of _____ wire. It could be anywhere from _____ metres to one kilometre wide.
2. The British Army employed 300 000 field workers to cook and supply food for the troops during World War I. This meant that the soldiers were well fed and well nourished on a varied diet. True or false?
3. **Explain** why many soldiers chose to share their gear with a fellow soldier.
   A. Because their officers ordered them to do so.
   B. Because they were being generous.
   C. Because their kit was too heavy.
4. **Describe** the features of the three-line trench system and the purpose of each element.
5. Using **SOURCE 2** as your evidence, **explain** if you think trench warfare saved more lives than would have been lost in open warfare.

Apply your understanding

Communicating

6. **Evaluate** the effectiveness of duckboards in trench warfare.
7. Imagine you are a soldier who has been blinded in the trenches. **Describe** what you might experience. Think about your senses, particularly what you might hear, feel and smell.
8. **Explain** the features of trench systems that made attacks on them so difficult for the attacking forces.
9. Referring to **SOURCES 1** and **2**, **explain** how the hazards of trench warfare went beyond the physical impact.
10. **Determine** how, until they were given gas masks, soldiers would have tried to protect themselves from mustard gas.

LESSON
4.9 What were the experiences of Anzac troops on the Western Front?

LEARNING INTENTION

By the end of this lesson you should be able to explain and evaluate the roles played by Anzac troops in the fighting along the Western Front.

TUNE IN

On any visit to northern France and Belgium, the most memorable sights are the numbers of World War I cemeteries and memorials and the visible signs of gratitude to Australians for their service and sacrifices on the Western Front.

Perrone is in the Somme region of France. In French, *Rue* means street, and *de* means 'of'. Why do you think the French have named this street 'Roo de Kanga'?

SOURCE 1 A street sign in Perrone in northern France

4.9.1 From Gallipoli to Fromelles and Pozières

After Gallipoli, the Anzacs returned to Egypt to be joined by fresh troops. The Light Horse remained in the Middle East along with Australians serving in the Imperial Camel Corps and the Australian Flying Corps. For the remainder of the war, these soldiers took part in desert warfare against Turkish forces.

The desert war

The task of the Australians who remained in the Middle East was to defend Egypt against Turkish attack. Their war was vastly different from the war on the Western Front. The desert war was one of long treks, ambushes and brilliant charges. From 1916 to 1918, these mounted troops played an often decisive role in battles across northern Sinai and Palestine. In the battle of Romani, Anzac troops defeated the advancing Turks. This was the turning point in the Middle East war.

In the battle of Beersheba, the Anzacs successfully carried out the last cavalry charge in modern warfare. In September 1918, the final offensive of the desert war began and the Turkish forces collapsed and surrendered in their thousands. On 30 October, the Turkish government signed an armistice and the war in the Middle East was over.

Fromelles and Pozières

Apart from those who fought in the Middle East, most Australian troops left for France in 1916, where for three years they experienced the horrors and savagery of the war on the Western Front.

On 1 July 1916, the First Battle of the Somme began. The British and French attack on the Somme was intended to draw German troops away from their massive attack on French positions at Verdun. On that first day of the Somme offensive, the British army suffered the worst day in its history with 57 470 casualties (troops killed or wounded).

The Australian 5th Division suffered over 5000 casualties on 19 July in a **feint** at Fromelles, north of the Somme, which was meant to divert German reserve troops. On the Somme, the AIF suffered almost 23 000 casualties taking and holding the town of Pozières in a battle that began on 23 July. For seven weeks Australian soldiers were blown apart or buried alive as they fought to hold the captured town under a German **artillery** bombardment that pounded Pozières into a wasteland of rubble.

When the Battle of the Somme ended as the autumn rains filled the trenches, neither side had been able to break the stalemate. Nothing had been gained, but Germany had lost 450 000 men, France 200 000 and Britain 420 000.

feint a dummy attack meant to deceive the enemy into moving troops from where the main attack will take place

artillery large-calibre guns

Hindenburg line a heavily fortified (German) position on the Western Front

aud-0499

SOURCE 2 Major W.G.M. Claridge, writing from hospital after the Battle of Pozières, quoted in Bill Gammage, *The Broken Years*, 1975, p. 164

God knows what we went through, was Hell itself. We just had to grit our teeth and go ahead and do our job. I am not going to tell a lie and say I wasn't afraid because I was and who wouldn't be with Death grinning at you from all round and hellish 5.9 shells shrieking through the air and shrapnel dealing death all round. I don't know how I stood it for so long without breaking.

4.9.2 From Bullecourt to the Armistice

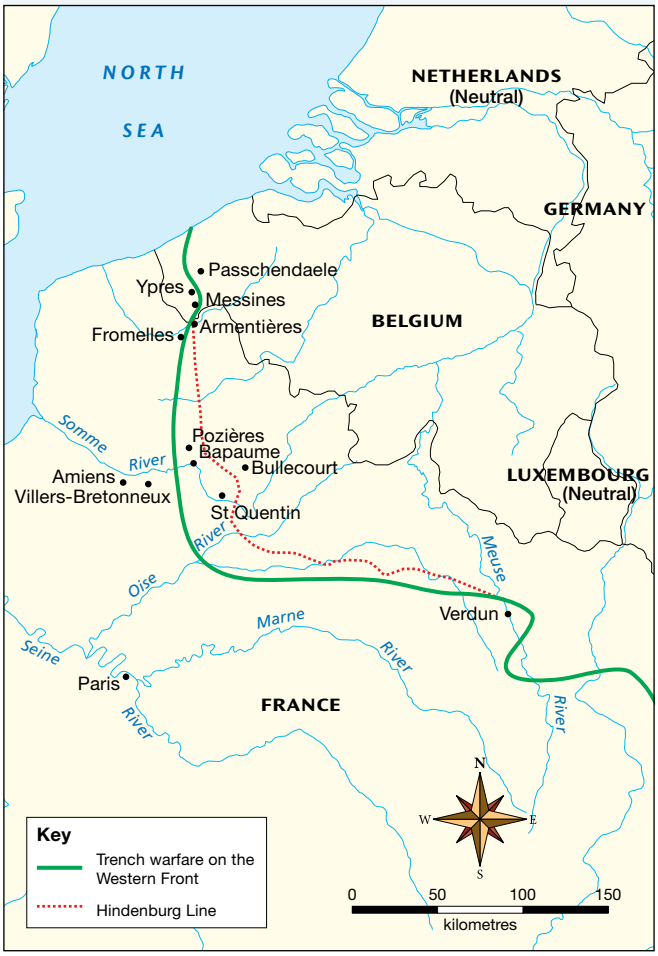
Bullecourt and Ypres

The spring offensive of 1917 followed the coldest winter in 40 years. In April the United States of America joined the war on the Allied side, although it would be many months before its troops would be ready to play a role. The Germans had pulled back to the strongly fortified **Hindenburg line** and most soldiers on both sides were war-weary with little enthusiasm left for fighting.

In April, Australians were sent to attack the German trenches near Bullecourt but the tanks that were meant to spearhead the attack broke down. The Australians were then struck by a misdirected British artillery barrage as well as German counterattacks, and the attacking force suffered 80 per cent casualties.

Despite this, in May the Australians captured and held Bullecourt. In Belgium in September and October, the AIF suffered 38 000 casualties in the terrible Third Battle of Ypres, in which each side lost about half a million men.

SOURCE 3 Trench warfare on the Western Front



Source: © Robert Darlington. Map redrawn by Spatial Vision.

Victory in 1918

In 1918 the end of fighting on the Eastern Front (see lesson 4.12) enabled Germany to move many more troops to the Western Front. In March, the Germans threw everything they had into a last offensive aimed at gaining victory before US troops could arrive in sufficient numbers to make a German victory impossible. Australians played a key role in turning back this offensive through their fierce resistance at the French village of Villers-Bretonneux. Then, in July, Australians made the first large Allied attack of 1918. The AIF fought its last battles in October and when the fighting was ended with the Armistice of 11 November 1918 it was recognised that they had achieved more than any other British Empire troops and had suffered more casualties in proportion to their numbers.

The human cost

Of the 417 000 men who enlisted in the AIF, about 324 000 served overseas and approximately 295 000 on the Western Front. Nearly 65 per cent became casualties and around 60 000 Australians died on active service. It was a terrible sacrifice for the nation.

SOURCE 4 This painting depicts an attack, during the Third Battle of Ypres, in which Australian troops were trying to capture a German pillbox, a fortified concrete blockhouse with machine guns firing from loopholes. Pillboxes could be taken only by infantry attacking closely behind their own artillery barrage.

Leist, Fred
Australian infantry attack in Polygon Wood (1919)
Oil on canvas, 122.5 × 245 cm
Australian War Memorial ART02927

4.9 SKILL ACTIVITY: Questioning and researching

Every year on Anzac Day, memorial ceremonies are held at Gallipoli in Türkiye and at Villers-Bretonneux in northern France.

1. Use the website of the Australian War Memorial to **research** what the Australians achieved at Villers-Bretonneux on 4–5 April 1918, and on 25 April, Anzac Day, 1918.
2. **Determine** why this was significant for the course of the war.
3. How have the people of Villers-Bretonneux remembered it?
4. **Create** a **list** of three or four things that a speaker at the Villers-Bretonneux Anzac Day service should be sure to mention.

4.9 Exercise

learnon

4.9 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6, 7	8, 9, 10

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Check your understanding

1. **Describe** the consequences for the British army of their first offensive on 1 July 1916 in the Battle of the Somme.
   - A. Disastrous, with 5470 British casualties
   - B. Successful, with 57 470 German casualties
   - C. Successful, with 5470 German casualties
   - D. Disastrous, with 57 470 British casualties
2. **Determine** whether the following statements are true or false.
   - a. The aim of the Australian attack at Fromelles was to divert German reserve troops.
   - b. The result of the Australian attack at Fromelles was over 5000 Australian casualties.
3. **Explain** why Australian casualties were so high at Pozieres.
   The AIF suffered almost _____ casualties taking and holding the town of Pozières in a battle that began on _____ July. For _____ Australian soldiers were blown apart or buried alive as they fought to hold the captured town under a German _____ that pounded Pozières into a wasteland of rubble.
4. **Explain** the overall consequences of the Battle of the Somme for both sides.
5. **Identify** what casualties Australians suffered at Bullecourt and in the Third Battle of Ypres.

Apply your understanding

Communicating

6. **Recall** the date of the Armistice that ended fighting in World War I and how it was achieved.

Using historical sources

7. **Examine SOURCE 2**, how does Major Claridge describe what it was like to experience the Battle of Pozieres?
8. **Analyse SOURCE 3**, and **identify** the purpose of the Allied offensives at Bullecourt and Ypres.
9. **Investigate SOURCE 4**. Imagine you are one of the survivors of this attack on a German pillbox. Write a letter to your family **describing** the conditions, difficulties and dangers and your own feelings during the attack.
10. Using what you have learned about individual battles from 1916 to 1918, **elaborate** why Australians suffered such heavy casualties on the Western Front.

LESSON
4.10 How did the war impact the Australian home front?

LEARNING INTENTION

By the end of this lesson you should be able to explain why and how attitudes to the war changed over time in Australia and analyse the different perspectives.

TUNE IN

In any crisis, people are more likely to be united and willing to make sacrifices if they can believe that everyone is sharing equally in the hardships.

tlvd-10670

SOURCE 1 'The Greater Patriot', by Claude Marquet, in *The Worker*, 1916

1. Study **SOURCE 1**. What do you think the artist is saying?
2. Why do you think opposition to the war grew significantly by 1916?

4.10.1 The war divides Australia

During the first years of fighting most Australians believed that the war was just and was worth the sacrifice that was being made. Australians proudly hailed the achievements of the Anzacs as proof of their country's standing among nations. However, as the conflict dragged on, and demanded ever greater sacrifices, Australian society became increasingly divided.

Growing government controls

The Commonwealth Government gained new powers to manage Australia's war effort. The war was expensive, in both money and lives, and from 1915 a federal income tax and other taxes were introduced to help pay the interest on growing war debts. The government also took away many democratic rights. Many of the 33 000 people of German descent in Australia were interned in prison camps. If they had become Australian citizens, they could remain free; however, they were often bullied and humiliated.

The War Precautions Act of 1915 and other Acts of Parliament allowed the government to restrict freedom of speech, freedom of association and freedom of the press. It became a crime to say anything that might discourage people from enlisting or to show disloyalty to the British Empire.

According to the government, **censorship** was needed to keep morale high and to keep information from the enemy. However, it was also used to silence people who criticised the war. Tom Barker was sentenced to 12 months in prison for publishing a cartoon that the government considered might harm recruiting. Barker was the editor of *Direct Action*, the newspaper of a revolutionary group called the Industrial Workers of the World (IWW). The IWW argued that the war was wrong because the workers' only real enemies were the wealthy capitalists who profited from the conflict.

Growing opposition

Most Australians believed wartime **propaganda** that portrayed German soldiers as monsters who raped nuns, murdered civilians and impaled babies on bayonets. Through newspapers and public meetings, people were continually told that the war was a simple struggle between good and evil, between British civilisation and German barbarism.

At first, opponents of the war were a tiny minority. **Pacifists** opposed it, as did some Irish Australians who resented British rule in Ireland. Some socialists saw it as a clash between capitalist empires for the right to exploit the workers of the world.

Gradually opposition to the war became more widespread. Increased inequality played a part. While prices rose by almost 50 per cent, wages were frozen. At the same time, big profits were made by owners of woollen mills and others who supplied war materials. Growing inequality caused serious strikes in 1916 and a general strike in 1917 involving waterside workers, seamen, transport workers and miners. The use of strikebreakers to defeat the strikes caused great bitterness and deepened divisions.

Patriotic rallies and funds

Many people, possibly a majority, continued to support the war. At patriotic gatherings such as Empire Day, Allies Day and Anzac Day rallies, speakers encouraged Australians to stay loyal to Britain, to hate Germany and to make still greater sacrifices. Governments, churches and citizens organised and supported patriotic funds to help the war effort. They included the National Belgian Relief Fund, the Travelling Kitchen Fund and the Blind Heroes Fund. Local 'win-the-war' leagues donated food and labour to help soldiers' families.

censorship restriction or control of what people can say, hear, see or read

propaganda distortion of the truth to persuade people to support an action or point of view

pacifist person who holds a religious or other conscientious belief that it is immoral to take part in war

The children's war effort

Schools and community organisations involved children in patriotic activities including raising money and making clothes and equipment for war victims and troops. In particular, schools were used to inspire patriotism in children. At the age of 12, schoolboys became junior cadets. Girls made clothes for the troops and war victims. Children grew vegetables for soldiers' families, read stories of heroes of the British and Australian forces and recited loyalty pledges. School rolls of honour listed the names of former pupils and teachers who had gone to the war. Children were taught that all Allied countries were good while the Central Powers were evil.

SOURCE 2 Students at Woy Woy Public School during a patriotic pageant in 1916 gather around a roll of honour erected by residents of the district.

4.10.2 Recruiting campaigns

In 1914 there were many more volunteers than the army could accommodate. But as the casualty lists grew, fewer men volunteered than were needed. As Britain requested ever more Australian troops, recruiting campaigns were used to encourage or shame men into enlisting. In some of these campaigns, people marched long distances, calling on others to join them and to enlist. By mid 1916 the campaigns were failing to attract the numbers the government wanted. In 1918 recruiting officers even visited schools in order to urge children to encourage their family members to enlist.

SOURCE 3 6 Tunneling Company marching through Perth, June 1916. Many miners from Kalgoorlie goldfields became part of companies tasked with digging tunnels on the Western Front.

The racial barrier to recruiting

When World War I broke out, First Nations Australians were an oppressed minority whose numbers over the previous century had been reduced by possibly 75 per cent through massacres, disease and dispossession. They had no reason to feel any loyalty to Australia or to the British Empire. The Australian government required recruits for the AIF to be 'substantially of European origin or descent'. Despite this, many First Nations Australians enlisted. Recent estimates put the total at over 1000 but the actual figure may have been higher. One reason they might have enlisted was that First Nations Australian recruits were generally treated in the same way as other soldiers, receiving the same pay and conditions. For most, this would have been the first time in their lives that they had experienced such equality.

half-caste of mixed race (a term widely used in the mid 1900s, but now considered offensive)

SOURCE 4 From 'Instructions for the Guidance of Enlisting Officers at Approved Military Recruiting Depots', Brisbane, April 1916

Aboriginals, **half-castes**, or men with Asiatic blood are not to be enlisted. This applies to all coloured men.

SOURCE 5 From 'Instructions to Enlisting and Recruiting Officers', December 1916

Half-castes may be enlisted when, in the opinion of the District Commandant, they are suitable … As a guide in this matter it is to be borne in mind that these men will be required to live with white men and share their accommodation, and their selection is to be judged from this standpoint …

SOURCE 6 Produced by the State Parliamentary Recruiting Committee in Victoria, this was the first recruiting poster used in Australia.

Hannan, Jim
An appeal from the Dardanelles: Will they never come? (1915)
Offset lithograph on paper, 225 × 200 cm
Australian War Memorial ARTV07583

SOURCE 7 Australian artist Norman Lindsay produced this poster for the Australian government in 1918.

Lindsay, Norman
God bless dear Daddy (1918)
Chromolithograph on paper, 46.8 × 38.4 cm
Australian War Memorial ART00040

4.10.3 Women's contribution to the war effort

Some 3000 Australian women travelled overseas with the Australian Army Nursing Service. They served in all theatres of the war and on transport and hospital ships. These nurses worked under extreme conditions tending the wounded after battles. Several nurses were wounded and 13 were killed. However, the Australian government refused to allow women to serve in any direct roles in the armed forces. As the men went off to war, many women entered the paid workforce. Thousands more helped with recruiting campaigns, fundraising and charity work. A few women were able to replace enlisted men in fields such as banking, bookkeeping and typing. For many women, this was not enough. Recognising that the government and military were hostile to the idea of women taking on 'men's roles', women applied for clerical and cooking jobs in the military. However, they were not accepted and this greatly disappointed many who were aware of how different the situation was in Britain. There, women were employed as munitions workers, drivers, and in factories and on farms. Some British women actually gained military roles as drivers and radio operators when the Women's Army Auxiliary Corps was founded in Britain in 1917.

Voluntary work

Thousands of women helped troops by providing extra clothing, tobacco, medicines and other comforts the army failed to provide. They also made clothes for Allied refugees. Many other women cared for returning soldiers through the Red Cross, including in the Australian Red Cross Voluntary Aid Detachment (see **SOURCE 8**). They met returning hospital ships and provided kitchens and rest homes. The Red Cross raised 12 million pounds during the war to pay for this work.

SOURCE 8 Four members of the Australian Red Cross packing comforts to be sent to servicemen overseas

Women for and against the war

Some of the war's fiercest supporters were women. They helped in recruiting campaigns, issuing posters and pamphlets and speaking at rallies. Some women shamed men into enlisting by handing out white feathers — a symbol of cowardice — to those who had not volunteered. The Australian Women's National League campaigned for conscription. Women were also among the war's strongest critics. Vida Goldstein was among those who formed peace organisations and campaigned against conscription.

The greatest contribution of women, however, would hardly ever be spoken of. It was the lifelong care thousands gave to their fathers, husbands, sons and brothers who returned with terrible physical, emotional and mental wounds from the horrors of war.

SOURCE 9 The arrival of the first Australian wounded from Gallipoli at the Third London General Hospital, by George Coates, 1915

4.10 SKILL ACTIVITY: Questioning and researching

1. Use the internet to locate a World War I propaganda poster portraying German soldiers as monsters.
   a. **Describe** the poster.
   b. **Analyse** the poster to **explain** how it achieves that effect.
   c. **Explain** the purpose of such posters.
2. In small groups, using the sources and other information in this lesson, **discuss** and **compile** a **summary** of things that remained the same and those that had changed in Australia during World War I in:
   a. attitudes to the war
   b. racial attitudes
   c. roles of women.

4.10 Exercise

learnon

4.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6, 7	8, 9, 10

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Check your understanding

1. How did most Australians regard the war during its first two years and why did opposition from men and women grow by 1916?
   A. It was just but not worth the sacrifice being made.
   B. It was unjust but worth the sacrifice being made.
   C. It was just and worth the sacrifice being made.
   D. It was unjust and not worth the sacrifice being made.
2. Recruiting campaigns were needed by 1915 because as the war progressed and the numbers of dead and wounded grew, fewer men volunteered to join the fighting. True or false?
3. Approximately _____ First Nations Australians enlisted to fight in World War I.
4. **Identify** democratic rights that the Australian government restricted during the war.
5. **Describe** how Australians of German descent were treated.

Apply your understanding

Using historical sources

6. **Investigate SOURCE 2**.
   a. **Explain** how the schoolchildren in this source are contributing to the war effort.
   b. **Summarise** why governments would have involved children in activities such as those depicted in **SOURCE 2**.
7. **Analyse SOURCE 3**. Troops were often marched through the streets on their way to depart for the war.
   a. **Discuss** how this might have made the troops feel.
   b. **Clarify** how the scene was intended to make spectators feel.
8. **Examine SOURCES 4** and **5**.
   a. Use evidence from these sources to **describe** discrimination against First Nations Australian men and Asian men wishing to enlist for World War I.
   b. **Elaborate** on the extent to which this policy changed in 1916 and the probable reasons for this change.
9. **Compare SOURCES 6** and **7**. For each of these two sources, **identify**:
   a. the aim of the propaganda poster
   b. the beliefs and emotions to which it appeals
   c. its probable effectiveness at the time.
10. Look closely at **SOURCES 8** and **9**. Use these sources and other information in this lesson to **elaborate** on the contribution of Australian women to the war effort.

LESSON
4.11 How did the conscription issue divide Australians?

LEARNING INTENTION

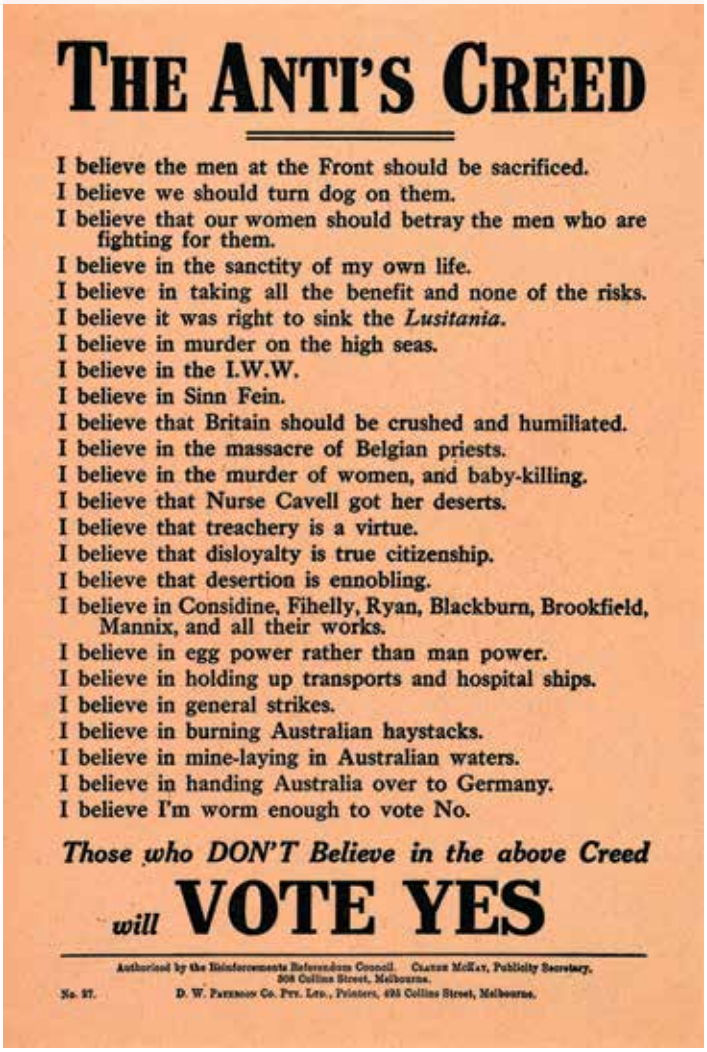
By the end of this lesson you should be able to explain why the Australian government tried to gain public support for conscription for military service and discuss why this issue divided Australians.

TUNE IN

Did you know that during World War I, Australia was the only combatant nation that did not have conscription for overseas service?

tlvd-10731

SOURCE 1 *The Anti's Creed*, a leaflet supporting conscription in the 1917 referendum



THE ANTI'S CREED

I believe the men at the Front should be sacrificed.
I believe we should turn dog on them.
I believe that our women should betray the men who are fighting for them.
I believe in the sanctity of my own life.
I believe in taking all the benefit and none of the risks.
I believe it was right to sink the *Lusitania*.
I believe in murder on the high seas.
I believe in the I.W.W.
I believe in Sinn Fein.
I believe that Britain should be crushed and humiliated.
I believe in the massacre of Belgian priests.
I believe in the murder of women, and baby-killing.
I believe that Nurse Cavell got her deserts.
I believe that treachery is a virtue.
I believe that disloyalty is true citizenship.
I believe that desertion is ennobling.
I believe in Considine, Fihelly, Ryan, Blackburn, Brookfield, Mannix, and all their works.
I believe in egg power rather than man power.
I believe in holding up transports and hospital ships.
I believe in general strikes.
I believe in burning Australian haystacks.
I believe in mine-laying in Australian waters.
I believe in handing Australia over to Germany.
I believe I'm worm enough to vote No.

Those who DON'T Believe in the above Creed

will VOTE YES

Authorised by the Reinforcements Referendum Council. Chaves McKay, Publicity Secretary, 308 Collins Street, Melbourne.
No. 27. D. W. Paterson Co. Pty. Ltd., Printers, 493 Collins Street, Melbourne.

1. Why do you think many Australians would want to have conscription to force men to enlist?
2. Why do you think many other Australians would be strongly opposed to conscription?

4.11.1 Support for conscription

Of all the armies fighting in World War I, only the AIF was formed entirely from volunteers. But by mid 1916 recruiting campaigns were no longer convincing enough men to enlist. When Labor prime minister William Morris ('Billy') Hughes decided that Australia should follow Britain's example by introducing conscription, divisions in Australian society became very bitter. The Australian Labor Party (ALP) was against conscription, but Hughes went against party policy and tried to win public support for conscription through two bitterly fought **referendum** campaigns in 1916 and 1917.

A divisive issue

Conscription was among the most divisive issues in Australia's history. Divisions between social classes and between those holding different religious and political beliefs became more intense. Supporters of conscription argued that Britain was in peril and many Australians were already fighting and dying, so others who had not stepped forward should be forced to do their duty. They called those who had not volunteered traitors and cowards or accused them of being supporters of **Sinn Fein** or the IWW, or even of Germany.

4.11.2 Opposing conscription

Opponents argued that there should there be no conscription of working men when there was no conscription of the wealth of the privileged classes. Many feared that conscription would be used by employers to destroy rights won by Australian workers. In May 1916, conscription was used in Germany to destroy German workers' rights when striking munitions workers were conscripted and sent to the battlefront. Australian unions believed that conscription could be used for the same purpose here. They described supporters of conscription as destroyers of democracy, murderers and war profiteers. Most Australian Catholics were of Irish descent, and many became bitterly resentful when Britain executed several Irish rebel leaders after crushing the Irish uprising of Easter 1916. Melbourne's Catholic Archbishop, Daniel Mannix, quickly became the most outspoken leader of the anti-conscription movement.

referendum ballot in which voters decide on a political question

Sinn Fein organisation formed in Ireland in 1905 to campaign for Irish independence from Britain

TABLE 1 Conscription — for and against

Conscription supporters	Conscription opponents
• Representatives of every political party except the Labor Party • Business organisations • Major newspapers such as *The Argus*, *The Age* and *The Bulletin* • Protestant churches • Some returned soldiers	• Trade unions • Most of the Labor Party • The Catholic Church (Melbourne's Archbishop, Daniel Mannix, led the fight against conscription) — Britain had suppressed the Irish uprising of Easter 1916 and executed its leaders; most Australian Catholics were of Irish descent and many resented Britain's treatment of Ireland • The Women's Peace Army • Most working-class people • Some returned soldiers
Pro-conscription arguments	**Anti-conscription arguments**
• It was Australia's duty to support Great Britain. • Conscription meant 'equality of sacrifice'. • Voluntary recruitment had failed. • Australia had a good reputation that had to be protected. • Other Allied countries, such as Great Britain, New Zealand and Canada, had already introduced conscription.	• No person had the right to send another to be killed or wounded. • There would not be enough hands to farm if men were conscripted. • The working class would unfairly bear the burden of the fight. • Too many Australian men had already died or been wounded. • Conscription would harm and divide Australia.

The people decide

Conscription was defeated in the referendum of October 1916 (1 087 557 Australians voted in favour of conscription but 1 160 033 voted against it). 'Patriots' blamed Catholics and Australian Germans and demanded that Mannix be deported. The Labor Party was split. Hughes and his supporters left the party in November 1916, before it could expel them, and merged with the Liberal Party to form the Nationalist Party. Led by Hughes, the Nationalists won the federal election of May 1917. However, at a second referendum of December 1917, conscription was again defeated, this time by 1 181 747 against to 1 015 159 in favour.

tlvd-10732

DID YOU KNOW?

Prime Minister Billy Hughes' supporters, including many AIF soldiers, called him the 'Little Digger'. From November 1916 the labour movement, on the other hand, called him 'the Rat' and 'Judas' (in the Bible, Judas was said to have betrayed Christ).

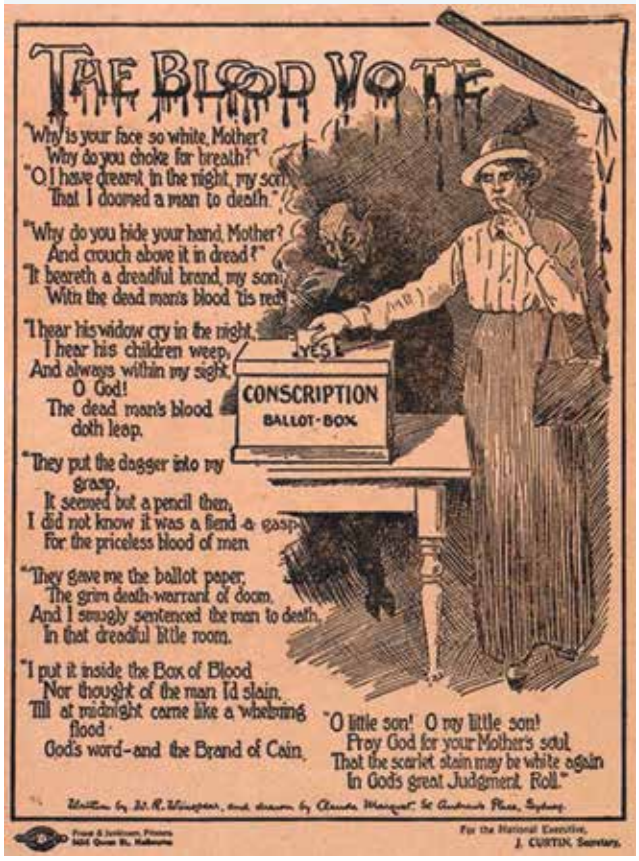
aud-0502

SOURCE 3 From speeches by Archbishop Daniel Mannix, reported in the *Advocate*: (1) 3 February 1917 and (2) 8 December 1917

1. The war was like most wars — just an ordinary trade war … Even now, people were arranging how the vanquished nations — when they are vanquished — are to be crippled in their future trade.
2. [In] the daily papers of Australia … there is no opening in their columns for those who want the answer on December 20 to be an emphatic NO … [The] papers give plenty of space to any sort of silly twaddle on the other side … The wealthy classes would be very glad to send the last man, but they have no notion of sending the last shilling, nor even the first … the burden in the end will be borne by the toiling masses in Australia.

SOURCE 2 Billy Hughes addresses troops in the field.

SOURCE 4 *The Blood Vote*, an anti-conscription leaflet



Source: AWM RC00337.

4.11 SKILL ACTIVITY: Questioning and researching

1. Daniel Mannix was regarded by many Australians as a villain and by many others as a hero for his role in the defeat of conscription. Conduct **research** to produce an assessment of his role in the struggle against conscription and **evaluate** his historical significance, using sources to support your argument. **Consider** the starting points below:
   a. Who was he? What was his background?
   b. Why did he oppose conscription?
   c. What arguments did he use?
   d. Who were his supporters?
2. Conduct **research** to **investigate** the contribution of another significant figure, such as Vida Goldstein, in the Australian anti-war movement.

4.11 Exercise

learnon

4.11 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 5, 9	4, 6, 7	8, 10

These questions are even better in jacPLUS!

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Check your understanding

1. What was unique about Australia's army in World War I?
   A. It was the only army formed entirely from volunteers.
   B. It was the only army formed entirely from conscripted men.
   C. It was the only army that allowed women to enlist.
2. Australian Prime Minister _____ decided in mid 1916 that Australia should introduce conscription.
3. Conscription was defeated in both referenda held to decide the issue, first in 1916 and then again in 1917. True or false?
4. **Explain** why many Australian workers and Irish Catholics opposed conscription.
5. **Describe** the impact of these referendums on the Labor Party.

Apply your understanding

Communicating

6. **Examine TABLE 1** and complete the following.
   a. List the main supporters of conscription
   b. Outline the main arguments for conscription
   c. List the main opponents of conscription
   d. Outline the main arguments against conscription
7. **Reflect on SOURCE 1**. The Industrial Workers of the World (IWW) campaigned against war and the exploitation of workers. Sinn Fein was a movement fighting for Irish independence from British rule. Nurse Cavell was shot by the Germans as a British spy. **Explain** why a pro-conscription leaflet would refer to these people.

Historical perspectives and interpretations

8. **Investigate SOURCE 2**, noting the poses and faces of the troops, the landscape and the stance of Billy Hughes.
   a. **Communicate** how people in favour of Hughes' push for conscription might describe what is happening in this image.
   b. **Clarify** how people opposed to conscription might describe what is happening in the image.
9. **Summarise** what arguments Catholic Archbishop Daniel Mannix made against conscription in **SOURCE 3**.
10. **Analyse** the technique used in **SOURCE 4** to argue against conscription.

LESSON
4.12 Why did the war on the Eastern Front lead to revolution and Russian withdrawal from the war?

LEARNING INTENTION

By the end of this lesson you should be able to explain why Tsarist Russia collapsed in 1917, outline how Russia's Bolshevik party seized power and determine what impacts these events had on Russia's involvement in the war.

TUNE IN

As **SOURCE 1** describes, Russia's involvement in the war was crucial for the Allies, despite leading to drastic consequences for Russia.

SOURCE 1 From a letter sent home by a Russian general in 1915

Contrary to popular belief, the fighting that took place on the Eastern Front was very different from the Western Front.

Because of the failure of the Schlieffen Plan, Germany had ended up having to fight their major battles on two fronts at the same time. They were having to fight Russia on the Eastern Front and the French and British Empires on the Western Front.

1. What problems do you think this situation posed for Germany?
2. How could the course of the war change if Germany had to fight on just one front?

4.12.1 Tsarist Russia collapses

By 1917 the war weariness, social divisions and disillusionment that led to a general strike and bitter opposition to conscription in Australia were also being experienced in other combatant nations. Between April and June there were mutinies in the French army involving 27 000 men. Forty-nine mutineers were executed. In Germany in 1916 there had been huge strikes. The government broke them by conscripting strikers, but even bigger strikes took place in 1917. In Britain half a million people had joined anti-war organisations by 1917. Nowhere, however, was war weariness more widespread than in Russia. What happened there would change the world.

At the beginning of World War I the Russian army was referred to as 'the Russian Steamroller', because it was so big that many people thought it could defeat the Germans and Austrians through sheer weight of numbers. However, most Russian soldiers were conscripted peasants who were poorly trained and so poorly equipped that some did not even have boots or guns. Some Russian officers refused to lead their troops into battle, fearing that they would be shot by their own men.

When Russia entered the war it was ruled by Tsar Nicholas II, who held enormous power. Russia was ruled in the interests of its aristocratic landowners and wealthy industrialists, and there was great discontent among the peasants and workers who made up more than 90 per cent of the population. At first, many Russians supported the war, but they suffered heavy losses against the Germans in 1914–15. In 1916 they launched attacks to prevent the Germans shifting troops to the Western Front. By 1917, after a series of crippling defeats, Russian soldiers and sailors were becoming mutinous, while at home starving workers were demanding bread and peasants were demanding land.

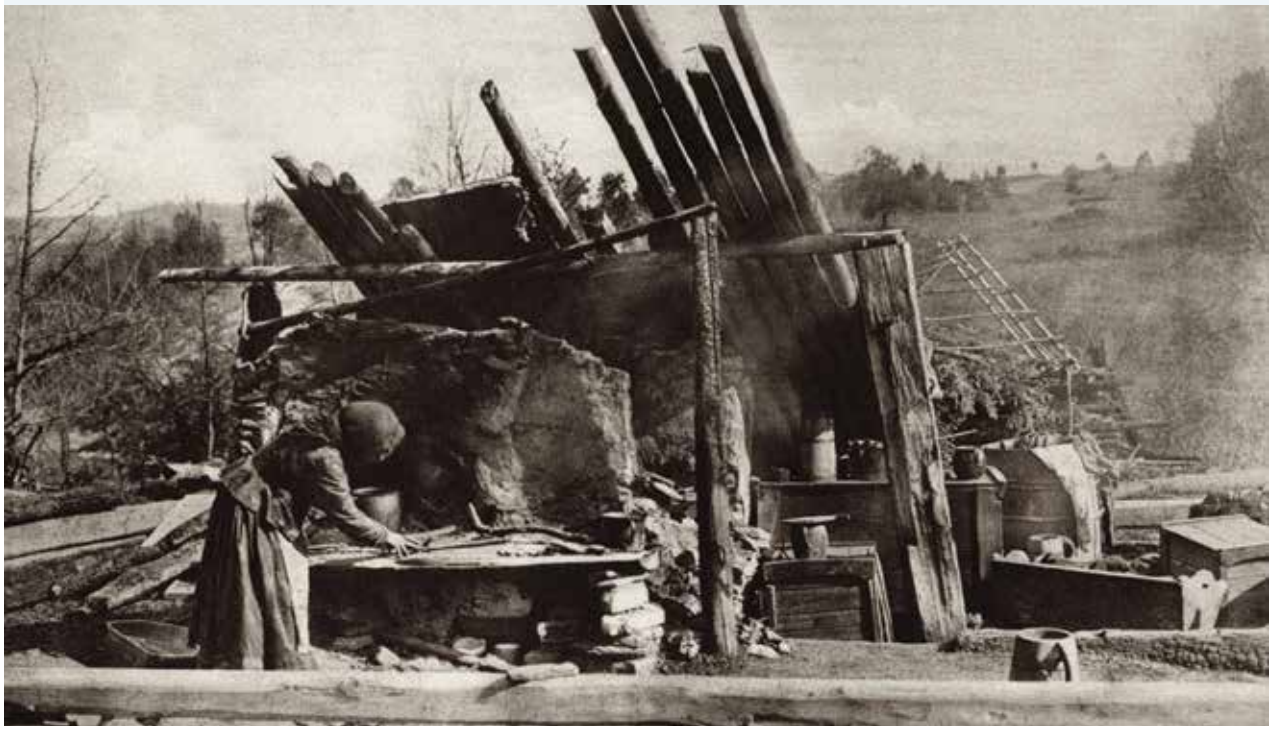
SOURCE 2 A description of support for the war in Russia in August 1914, from R.H. Bruce Lockhart, *Memoirs of a British Agent*, 1932

I recall the enthusiasm of those early days … those moving scenes at the station; the troops, grey with dust and closely packed in cattle trucks; the vast crowd on the platform to wish them God-speed … Revolution was not even a distant probability.

SOURCE 3 From P.I. Lyashchenko, *Economic and Social Consequences of the War*, 1949

… by 1916 the country began to experience a critical food shortage … By directing all industrial production into war channels, the government policy deprived the villages of their supplies of goods …

SOURCE 4 A Russian woman preparing a meal at her war-ruined home, with her baby in a cradle at right, c.1915



SOURCE 5 Looking towards the ceiling from the grand staircase at the Winter Palace

SOURCE 6 The Tsar's Winter Palace, one of many royal palaces in St Petersburg, has hundreds of luxurious rooms and is thousands of times bigger than the homes of Russian workers and peasants in 1917.

Revolution

Revolution broke out in March 1917 in the Russian capital, Petrograd (now St Petersburg) after soldiers refused orders to shoot striking workers. When he lost the support of his generals, the Tsar **abdicated** in favour of his brother Michael. But Michael refused to be Tsar and instead handed power to a provisional government, formed by members of the **Duma**. The Provisional Government kept Russia in the war, but its authority was weakened by the rise of an alternative centre of power — the Petrograd **Soviet**. This council was made up of elected delegates from soviets of workers, soldiers, sailors and peasants from throughout Russia.

The Provisional Government lacked support from any part of Russian society. The old ruling classes wanted to restore the rule of the Tsar. Peasants wanted the aristocrats' land to be redistributed to them. Many soldiers, sailors and workers wanted Russia to withdraw from the war. The government could hold power only so long as the Petrograd Soviet gave it support.

4.12.2 The second revolution

Russia's small but disciplined Bolshevik Party was led by Vladimir Ilyich Ulyanov, known as Lenin. The party's ideology was based on Marxism, the revolutionary socialist set of ideas developed by Karl Marx in the nineteenth century. Lenin was a Marxist but he departed from Marx's belief that socialist revolution could take place only in advanced capitalist societies in which industrial workers were the majority. Lenin came to believe that in Russia, an overwhelmingly agricultural country, a socialist revolution could be achieved through an alliance of workers and peasants.

Lenin, and his associate Leon Trotsky, believed that socialist revolution could succeed in backward Russia but only if it received support from socialist revolutions in the more advanced industrial countries. They thought a revolution in Russia would trigger similar revolutions in those countries. In April 1917 Lenin put these views to the other Bolsheviks. At first they totally opposed him. However, he soon won majority support and the Bolsheviks prepared to seize power.

The Bolsheviks seize power

To gain popular support, the Bolsheviks adopted the slogans 'Peace, Bread and Land' and 'All Power to the Soviets' while they worked to build up their influence in the Petrograd Soviet. The Provisional Government tried unsuccessfully to suppress the Bolsheviks. But when the right-wing General Kornilov attempted to seize power in August 1917, it was the Bolsheviks who sabotaged his transport and persuaded his troops to desert. This earned them widespread support. The Bolsheviks had saved the Provisional Government, but now they set out to destroy it.

abdicate to step down from the throne or from other high office
Duma the Russian parliament
Soviet a council representing workers, peasants, soldiers and sailors

Trotsky had been elected Chairman of the Petrograd Soviet's Military Revolutionary Committee. Once the Bolsheviks had a majority of delegates in the Soviet, he planned the seizure of power. In November 1917, on Trotsky's orders, the Red Guards of Petrograd workers, soldiers of the Petrograd garrison and sailors of the Kronstadt naval base stormed the Provisional Government's headquarters in the Tsar's Winter Palace. They seized power in the name of the Soviet. The new communist government promised to create a state ruled by workers and peasants.

tlvd-10733

SOURCE 7 A Bolshevik painting depicting Lenin organising revolutionary workers, sailors and soldiers. The red armbands show that they are Bolsheviks. Red came to symbolise revolution.

SOURCE 8 This Bolshevik banner of 1918 represents the alliance of workers and peasants. In the right corner, the hammer represents industrial workers while the sickle represents peasants.

4.12 SKILL ACTIVITY: Communicating

Several leading Marxists in Russia and other countries opposed Lenin's view that revolution could achieve its aims in Russia. They warned that revolution in such a backward country could not create socialism and democracy but would lead instead to oppression and dictatorship.

However, although the Bolsheviks failed to live up to their ideals, they would inspire many discontented workers in other countries.

For the Allies, the revolution had an immediate effect. The Bolshevik Revolution ended Russia's involvement in World War I. In March 1918, the Bolshevik government signed a separate treaty, the Treaty of Brest-Litovsk, that enabled Germany to direct all of its resources to the war on the Western Front.

1. Conduct **research** and **explain** the significance of the Bolshevik Revolution for:
   a. the Allies' chances of winning the war
   b. future world peace.

4.12 Exercise

learnon

4.12 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 6, 7	5, 8, 9, 10

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Check your understanding

1. The Russian army was a strong army because of its size, its well-equipped and well-trained peasant soldiers and because of the trust between the officers and their men. True or false?
2. What were the two key symbols on the Bolshevik banner and what did they represent?
   A. The flag
   B. The hammer
   C. The colour
   D. The sickle
3. Vladimir Ilyich Ulyanov, known as _____, was the leader of the Bolsheviks.
4. **Describe** the reasons for widespread discontent among Russian workers, peasants and soldiers.
5. **Create** a timeline of events from 1915 to 1918 to show how Russia's involvement in World War I led to a communist revolution.

Apply your understanding

Using historical sources

6. **Explain** what **SOURCE 2** shows about initial enthusiasm in Russia for the war.
7. **Examine SOURCES 1** to **6** and **explain** how these sources provide evidence for reasons why there was growing opposition to the Russian Tsarist regime from 1915 to 1917.
8. **Compare SOURCES 7** and **8**. **Clarify** how these sources provide evidence that the Bolsheviks wanted the second revolution to be seen as an uprising of Russian workers, soldiers and sailors rather than a seizure of power by a small party of dedicated revolutionaries.

Historical perspectives and interpretations

9. Most historians agree that the Bolshevik Revolution would not have succeeded without the conditions created by World War I. **Determine** whether you agree or disagree with this view.
10. **Discuss** why the Bolshevik Revolution could be regarded as a major turning point in World War I.

LESSON
4.13 What was the war's aftermath and how has it been commemorated?

LEARNING INTENTION

By the end of this lesson you should be able to explain and analyse the consequences World War I had for the world and for Australia. You should also be able to describe how the war has been commemorated and evaluate the impact of the Anzac legend on Australian nationalism.

TUNE IN

The war had a profound effect not only on the soldiers fighting but also on family members waiting at home.

Today, there are very few Australians living who have ever experienced a time when our country was involved in a world war. It is difficult to imagine how traumatic World War I was for those who fought in it and for their families, especially the many families that lost loved ones or whose returned family members were forever physically or emotionally scarred by their experiences.

SOURCE 1 Crowds fill the Esplanade, Perth on Armistice Day, 11 November 1918.

Source: State Library of Western Australia 304298PD (image 6 of 8).

1 How would Australians adjust to the aftermath of World War I? How would the sacrifices be remembered?
2 Look at **SOURCE 1**. Scenes like this were happening all over Australia at the end of the fighting. What do you think would have been the mood of the crowd and the emotions of those who had lost close friends and family members?

4.13.1 Repatriation and memorials

War's full consequences are rarely foreseen. The Armistice of 11 November 1918 ended the fighting in World War I, but nothing could ever be quite the same again. The survivors of the great armies that had killed and maimed each other for four years with bullets, bayonets, grenades, artillery and gas emerged from their trenches to a world in ruins. The German, Austro-Hungarian, Turkish and Russian empires had been shattered. Revolutions and civil wars broke out in the defeated empires, and even the victor nations and colonies experienced widespread social unrest. In Australia, as we have seen, the war had brought deep divisions and there was scarcely a family that had not lost a brother, son, father or uncle on the battlefields.

Repatriation

In 1918, 260 000 Australians had to be **repatriated**. Some had been fighting for four years and few people at home understood how deeply the experience had affected them. A shortage of shipping meant some soldiers had to wait more than 18 months to get home. The returning troops brought with them the 'Spanish' influenza, a deadly **pandemic** that swept the world in 1918–19. It caused almost 12 000 deaths in Australia, and many men had to be quarantined before being reunited with their families. Australians agreed that the nation should try to repay returned servicemen for their sacrifices. Some were provided with training in skilled trades while others were settled on the land with the help of low-interest loans. However, these measures could not help all ex-servicemen to readjust after four years of the horrors of war.

First Nations Anzacs and lack of recognition

The Australian War Memorial lists over 1000 First Nations Australians who fought in World War I. This was despite restrictions and discrimination against their enlistment. Only in very recent times has their service been officially recognised.

repatriated returned to home country

pandemic disease epidemic affecting many different countries

aud-0504

SOURCE 2 Treatment of First Nations Australian soldiers during and after World War I, from 'Indigenous defence service', Australian War Memorial

> They came from a section of society with few rights, low wages, and poor living conditions. Most Indigenous Australians could not vote and none were counted in the census. But once in the AIF, they were treated as equals … Indigenous Australians in the First World War served on equal terms but after the war, in areas such as education, employment, and civil liberties, Aboriginal ex-servicemen and women found that discrimination remained or, indeed, had worsened during the war period … Only one Indigenous Australian is known to have received land in New South Wales under a 'soldier settlement' scheme, despite the fact that much of the best farming land in Aboriginal reserves was confiscated for soldier settlement blocks.

We do not know why so many First Nations Australians fought in World War I. However, after the war, many who did must have questioned their decision when they saw that nothing improved for their people. In the north and west of Australia, approximately half of the First Nations Australian population were confined to reserves, where their lives were controlled by white superintendents who had the power to search and confiscate their property, to separate families, to prohibit activities such as traditional dancing, to force them to work without pay and to punish them for any resistance. By the late 1920s, in the Northern Territory the majority of First Nations Australians were employed in the cattle industry for wages that were a fraction of white workers' pay. During the 1920s, two massacres of First Nations Australians by police took place in Central Australia and Western Australia. Many people in the cities were outraged by these events, especially because these atrocities went unpunished.

Many First Nations Australians volunteered for World War II. However, some who had served in World War I objected, pointing out that after fighting for Australia their hopes had been betrayed. William Cooper led the Australian Aborigines League and had a son, Daniel, who died fighting on the Western Front in 1917. He possibly spoke for many First Nations Australians when he argued that Aboriginal people had no reason to enlist for World War II because they had no country and no rights.

Memorials

Australians were determined that their soldiers' sacrifices would not be forgotten. Across the nation, local committees built memorials in towns, cities and suburbs to display the names of the fallen. In the lands in which Australians fell, memorials and vast war cemeteries were established. Most are in northern France and Belgium, where they are maintained with great care by the Commonwealth War Graves Commission.

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SOURCE 3 Australian artillery units parade past Buckingham Palace (London) on Anzac Day, 25 April 1919.

SOURCE 4 French children at Villers-Bretonneux, in the Somme Valley, tend graves of Australians killed on the Western Front.

Source: *AWM E05925*.

on Resources

Interactivity One man visits the Somme (int-6666)

4.13.2 Anzac Day and the Anzac legend

In 1914, many Australians had seen World War I as a chance to prove that they deserved a place in Britain's great military tradition. The mateship, bravery and achievements of the Anzacs during the Gallipoli campaign were seen to represent Australian ideals and give Australia the legendary identity it sought.

Anzac Day was first observed in 1916 to commemorate the landings at Gallipoli and the legend they created. Many people considered that Australia had only really become a nation at Gallipoli on 25 April 1915. Each year, Anzac Day has continued to be commemorated across Australia and New Zealand. For many people, it became Australia's unofficial national day. Traditionally it has been observed through dawn services, marches of veterans and gatherings of wartime comrades. It has also been observed in schools and churches.

SOURCE 5 Bronze statue of Simpson and his donkey at the Australian War Memorial, Canberra

SOURCE 6 Message from King George V to the Australian government, in *The Age*, May 1915

I heartily congratulate you upon the splendid conduct and bravery displayed by the Australian troops in the operations at the Dardanelles, who have indeed proved themselves worthy sons of the Empire.

SOURCE 7 From C.E.W. Bean, *The Story of Anzac*, 1924

What motive sustained them? … It lay in the mettle of the men themselves … life was very dear, but life was not worth living unless they could be true to their idea of Australian Manhood.

At first the message of Anzac Day was similar to that of Empire Day — pride in their British heritage, loyalty to the empire, hatred of Germany, the need for greater sacrifice, and pride that Australia had earned an honourable place in the British military tradition. From 1920 Anzac Day became a public holiday.

What was the meaning of the Anzac legend, and has it changed over time? The legend was based on real characteristics of Anzac troops at Gallipoli and throughout the war. Many risked their lives for their mates. Some were decorated for bravery while others died unrecognised. Qualities like courage and mateship were not uniquely Australian — they were undoubtedly shared by many other soldiers. However, what the Anzacs did was remarkable. They made up less than 10 per cent of British Empire forces but on the Western Front no military force achieved more in proportion to their numbers. Anzac troops believed that they had proven themselves equal to or even better than the British.

Did the Anzac legend change Australian nationalism?

Did the Anzac legend strengthen or weaken the spirit of national independence? In Australia of the late nineteenth and early twentieth century, radical nationalists saw Britain as the home of social inequalities. They wanted a fairer and more equal Australia that was independent of Britain. The military historian Bill Gammage has argued that the Anzac legend weakened the influence of radical nationalism because the Anzacs had fought and died for Britain, proving the strength of Australia's ties with the 'Old Country'.

aud-0505

SOURCE 8 From Bill Gammage, *The Broken Years*, 1975, p. 278

But the Anzac tradition also introduced a deep division into Australian life… roughly half those eligible had joined the AIF during the war … A great rift had opened, a rift between those who had fought in the war and those who had not.

In significant ways, this was disastrous. Before the war radical nationalists had led the drive for a social paradise in Australia, but ultimately they were least at ease with the Imperial and martial implications of the Anzac tradition, and during the war they divided over the proper conduct of Australia's war effort …

For their part the conservatives, who before 1914 had exerted a **tenuous** influence on Australian politics and society, were united and given purpose by the war … Naturally enough that dedication and the motives behind it appealed to the men in the trenches …

In short, that general majority which in 1914 had sought to create a social paradise in Australia was both split and made leaderless by the war, and by 1918 no longer existed, while the conservatives had joined with those who had fought in the war to take firm possession of the spirit of Anzac …

So the Anzac legend fitted in well with the views of Australian conservatives who wanted Australia to stay loyal to the British monarchy and the empire. Conservatives dominated celebrations of Anzac Day in the 1920s and 1930s. To them, it was a celebration of loyalty to the empire as much as an expression of national pride. To many who had fought in the war, Anzac Day was a reminder of their sacrifice and a chance to be reunited with the only people who could really understand what they had suffered.

tenuous weak, thin

World War II and subsequent conflicts would bring new generations into the Anzac tradition. However, Anzac Day would continue to reflect divisions in Australia as much as it expressed national pride. Some Australians resented what they saw as its use by conservatives to glorify war.

Perhaps today the meaning we give to Anzac Day can be shared by all Australians — pride in the courage and endurance of the Anzacs, sorrow for the terrible losses suffered by their generation and determination that such tragic waste of human lives should never be repeated.

SOURCE 9 The graves of World War I soldiers in the Australian National Memorial at Villers-Bretonneux, France

4.13 SKILL ACTIVITY: Communicating

1. **Explain** what you believe to be the meaning of Anzac Day in modern Australia, based on:
   a. what you have learned about how the Anzac legend changed Australian nationalism and divided Australians in the decades following the war
   b. your own experiences of Anzac Day commemorations.
2. Share your views with a partner to see what similarities and differences there are between your views.

4.13 Exercise

learnon

4.13 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6, 7, 8	9, 10

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Check your understanding

1. The Anzacs were thought to have given the legendary identity Australia sought. True or false?
2. Many Australian troops had to endure a very long wait before they were repatriated because of a shortage of _____.
3. **Describe** the effect of the 'Spanish' influenza epidemic in Australia.
   A. Quarantining of returning soldiers
   B. 120 000 deaths
   C. Little or no effect
   D. 12 000 deaths
4. **Explain** why many World War I soldiers would have found it difficult to settle back into civilian life.
5. **Describe** how the victor nations and defeated nations were changed by World War I.

Apply your understanding

Using historical sources

6. **Examine SOURCE 2** and explain the following.
   a. What could have motivated so many First Nations Australians to enlist?
   b. Why, following the war, many First Nations Australian veterans would have had good reasons to regret fighting for Australia.
7. **Reflect on SOURCE 6** and describe what King George V believed the Anzacs had proven.
8. **Analyse SOURCE 7**. How does C. E. W. Bean's view of the Anzac spirit differ from **SOURCE 6**?
9. **Investigate SOURCE 8**. According to Bill Gammage:
   a. Why did the Anzac tradition introduce 'a deep division into Australian life'?
   b. Who were 'least at ease with the imperial and martial implications of the Anzac tradition' (that is, with the idea that it was noble to fight for the British monarch and empire)?
   c. How did the Anzac tradition strengthen the influence of conservatives in Australia?
10. **Evaluate** how **SOURCES 4, 5** and **9** can be used as evidence of an ongoing commitment to commemorate the sacrifices of Australians in World War I.

LESSON
4.14 How did the war affect Australia's international relations?

LEARNING INTENTION

By the end of this lesson you should be able to describe and evaluate the consequences of World War I for Australia's international relations, especially with Britain, the United States and within the Asia–Pacific region.

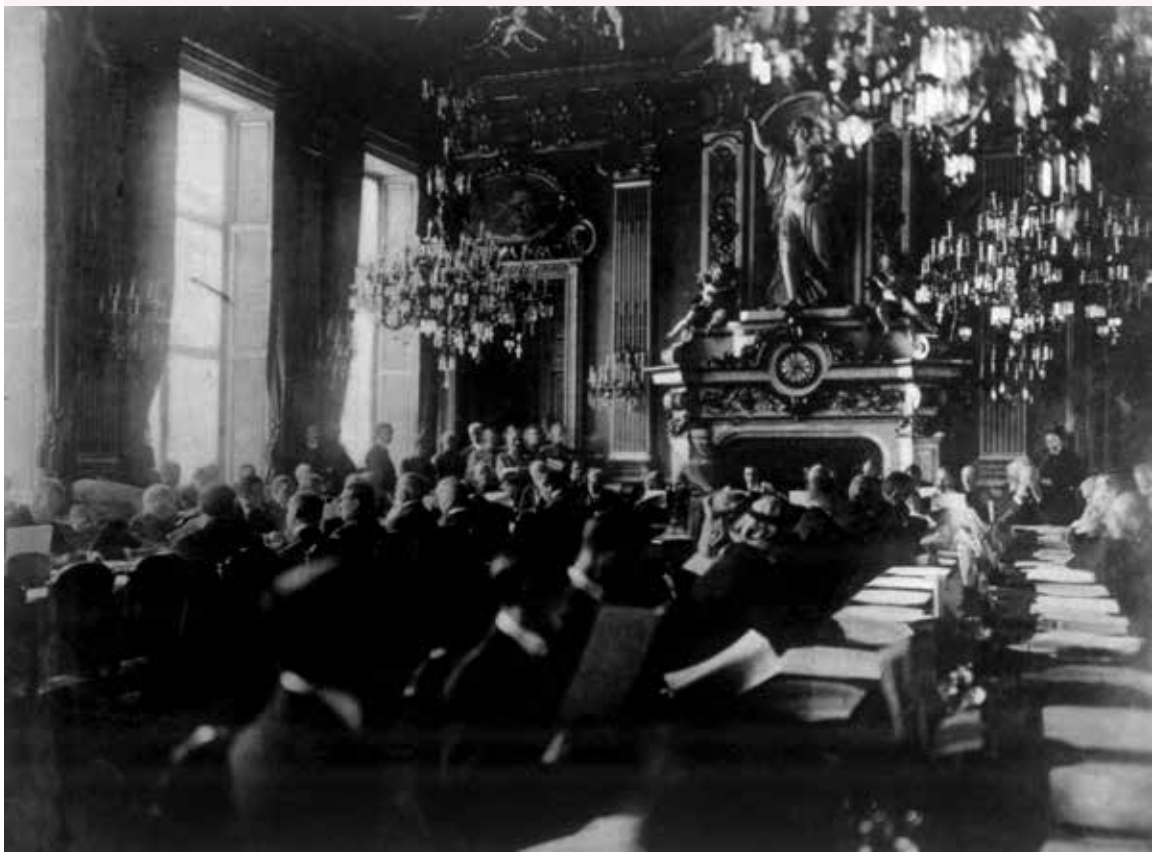
TUNE IN

The central aim of the Paris Peace Conference was to set the peace terms for the defeated Central Powers.

In present times, Australia generally enjoys good relations with the United States and with Japan but it has not always been that way. Australia, the United States and Japan were allies during World War I. However, Japan did not play any role in the major theatres of the war and was motivated only by the opportunity to seize German territory in the Pacific. The United States had only entered the war in 1917 in response to Germany's U-boat attacks on neutral shipping.

What do you think Australia's attitude to the United States and Japan would have been at the Paris Peace Conference?

SOURCE 1 Delegates at the Paris Peace Conference



4.14.1 Australia, Britain and the United States

World War I was not the first occasion on which Australians had fought for the British Empire. They had also fought in the Sudan Campaign in 1885, the Boer War in 1899–1902 and the suppression of the Boxer Rebellion in China in 1900. Australians had fought for Britain largely because they feared being invaded and felt that fighting for the empire would assure the British that Australia was worth defending. As you have discovered in this topic, most Australians had responded to the outbreak of World War I with unswerving loyalty to the British Empire, believing that Britain's cause was a just one. After Gallipoli, the Anzacs were believed to have given Australia the identity it sought within the British military tradition. So, after the enormous sacrifices made in the Great War, would Australia seek to broaden its international relations?

The chances of lasting peace would be strongly influenced by the terms of treaties negotiated at the Paris Peace Conference in 1919. At this conference, Australia was represented by Prime Minister W.M. 'Billy' Hughes. Australia was a dominion of the British Empire so it did not have an independent foreign policy. Nor did it seek independence. However, after the Armistice ended hostilities on 11 November 1918, Hughes and the other dominion leaders demanded the right to be represented at the conference. This demand was accepted and the representatives of the dominions, as part of the British Empire delegation, became delegates to the conference. There they were recognised as the representatives of separate nations.

Billy Hughes at the Paris Peace Conference

What would Australia's position be at the conference? Australia had fought as part of the British Empire but her troops had been kept distinct from the British Army and their performance had been a source of national pride. Over 60 000 Australians had died. Tens of thousands were permanently disabled and many ended their lives in hospitals as a result of mustard gas and other horrors. So, although Hughes had acted during the war as a British imperialist, at the peace conference he also adopted the role of an Australian nationalist, willing to fight for what he saw as Australia's interests even if this brought him into conflict with Britain and the other great powers.

aud-0506

SOURCE 2 From the diary of Corporal D. Morgan, 2nd Bn., on Armistice Day, 11/11/1918

The very flower of our manhood have paid the greatest price, not willingly, for not one of them but longed to live, return home and forget, yes just forget the horrors of the past. Most of us enlisted for … Patriotism or Love of Adventure but not one … had the slightest conception of the terrible price required … Please God … the sacrifices have not been in vain.

Hughes clashes with the United States

Hughes quickly found himself aligned with those who demanded the harshest terms against the defeated powers. He was concerned with three main issues: reparations, German New Guinea and the White Australia Policy. On the reparations issue Hughes shared the view of the French government that Germany should be made to pay for the full cost of the war, and this brought him into conflict with the US President, Woodrow Wilson.

The peace conference produced the Treaty of Versailles (1919) with Germany, the Treaty of Neuilly (1919) with Bulgaria, the Treaty of St Germain (1920) with Austria, the Treaty of Trianon (1920) with Hungary and the Treaty of Sevres (1920) with Türkiye. Under the treaties, all of the defeated powers lost territory. Germany lost land on its frontiers and all of its colonies. The Austro-Hungarian Empire disappeared, leaving the small states of Austria and Hungary without the nationalities they had ruled over. Bulgaria lost some lands to Greece and Yugoslavia while Türkiye lost all its Middle Eastern provinces. Germany, along with its allies, had to accept responsibility for all losses suffered by the Allies. Germany was forced to agree that, over time, it would pay 6.6 billion pounds in reparations (compensation) for these losses. It also had to agree to give up its navy and most of its merchant ships, limit its army to 100 000 men, and provide free coal and livestock to France and Belgium.

Billy Hughes and a vengeful treaty

The US president wanted a much less vengeful treaty that would strengthen democracy in Germany and create conditions for lasting peace. Kaiser Wilhelm II had abdicated following a revolution in Germany in November 1918, and by the time the treaty was signed Germany had become a democratic republic. But the overwhelming desire of France and, to a lesser extent, Britain was to weaken Germany and make her pay. Australia's leaders shared that desire.

The aggressive independence shown by Hughes at the conference did not mean any move towards independence from the British Empire. From 1923, the dominions gained the right to make their own foreign policies. But while Canada, South Africa and Ireland took up this independence, Australia remained content to follow British foreign policy.

4.14.2 Australia and the Asia–Pacific region

Hughes also clashed with Woodrow Wilson on the issue of German New Guinea and with Japan on the issue of racial equality. To understand these disagreements, we need to look back at attitudes to Asia and the Pacific that took shape in Australia during the late nineteenth century.

The widely held belief in a white Australia was based on shared ideas of white superiority, fears of being engulfed by Asian nations to Australia's north, and fears that Asian and Pacific migration posed a threat to Australian living standards. The White Australia Policy had been expressed in two of the first laws passed by the new Commonwealth Government in 1901. These were the Immigration Restriction Act, which was used to prevent non-white migrants from coming to Australia, and the Pacific Island Labourers Act, under which most Pacific Islanders in Australia were deported.

SOURCE 3 President Woodrow Wilson

Australia clashes with the US president

US President Woodrow Wilson believed that former German colonies should not become spoils for the victors of war. Instead they should become **League of Nations** mandates, administered by countries that were on the winning side, but supervised by the League in accordance with humanitarian principles.

In contrast, Hughes' view was that New Guinea and the Pacific Islands should be controlled by Britain or Australia to prevent any foreign power gaining a foothold in the region. Following pressure from Queensland, Britain had made Papua a possession of the British Empire in 1888 and the Australian government administered it from 1910. Hughes wanted the same arrangement for the former German New Guinea. Hughes' concerns were based on fears for Australia's security and were linked to the White Australia Policy. Hughes did not want New Guinea to be at risk at falling into the hands of any power that might permit the entry of Asian immigrants. He wanted the right to annex New Guinea but had to settle for a compromise. The territory became a League of Nations 'class C' mandate. This meant that in theory the League had some overall supervising authority but in practice Australia had virtually complete control of its administration, including the right to prevent Asian immigration.

League of Nations the world body set up at the Paris Peace Conference to solve disputes between nations peacefully

Australia clashes with Japan

Hughes also successfully opposed Japan's demands for a racial equality clause in the Covenant of the League of Nations. He believed that the principle of racial equality would amount to a threat to Australia's right to maintain the White Australia Policy. The majority of delegates voted for Japan's proposal, but it was overruled on the grounds that a major change to the Covenant required a unanimous vote.

Thus, when Hughes returned to Australia, he could claim success on all three issues. Australia had, for the first time in history, played a significant role in world affairs in her own right. Significantly, Australia's stance on all three issues had been a reactionary one that was quite out of harmony with the idealistic hopes Wilson held for the League of Nations.

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4.14 SKILL ACTIVITY: Using historical sources

Analyse **SOURCE 4** using the following questions.

SOURCE 4 *Too busy to listen*, a cartoon published in Aussie magazine in November 1920

1. How would you **describe** the figure in the top left of this cartoon?
2. What nationality is represented by this figure?
3. What three conflicting interests are represented by the six smaller figures in the cartoon?
4. What is the message of the cartoon?
5. How is the message related to the White Australia Policy?
6. In what way does the cartoon support the position taken by Hughes at the Paris Peace Conference on the issues of racial equality and the Asia–Pacific region?
7. Why would a cartoon like this now be regarded as racist?

4.14 Exercise

learnon

4.14 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 6	4, 5, 7, 8	9, 10

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Check your understanding

1. On what issue did Australia clash with Japan?
   - **A.** A racial inequality clause in the Covenant of the League of Nations
   - **B.** A racial equality clause in the Covenant of the League of Nations
   - **C.** A racial inequality clause in the Covenant of the United Nations
   - **D.** A racial equality clause in the Covenant of the United Nations
2. Australia agreed with the United States that Germany should be treated fairly after the war. True or false?
3. Australia was able to represent itself at the Paris _____ Conference for the following reasons. The dominions of the _____ Empire demanded the right to be represented at the Paris _____ Conference and their demand was accepted. Consequently, although they were part of the British Empire delegation, they were recognised as separate _____ at the conference.
4. Was Australia an independent nation and what powers did it decline to take up?
5. **Explain** why the chances of lasting peace would be strongly influenced by the terms of the treaties negotiated at the Paris Peace Conference.

Apply your understanding

Using historical sources

6. **Describe** what **SOURCE 2** suggests about the legacies of World War I for Australia.

Communicating

7. **Explain** how these legacies help us to understand why Australia's perceived interests were pursued so strongly at the Paris Peace Conference.
8. **Explain** how at the Peace Conference, Australia's stance on racial equality, Asia and the Pacific represented a continuation of policies based on racial discrimination.
9. **Elaborate** the ways in which Australia's conduct at the conference represented a change in its level of independence in international relations.
10. **Determine** why Australia's stance on the terms of the Peace Conference were so significant for the chances of lasting peace.

LESSON
4.15 INQUIRY: Other battles of World War I

LEARNING INTENTION

By the end of this lesson you should be able to understand the role of the Royal Australian Navy, the Australian Flying Corps, and the Australian Light Horse in World War I.

Background

Much of the attention given to World War I in Australia has been focused on Gallipoli and the Western Front but that is not the full story. Australia also had a navy, which in 1914 consisted of one battle cruiser, a small cruiser, three light cruisers, three destroyers, two submarines, two gunboats and two torpedo boats. The navy served in the Pacific, the North Sea, the Mediterranean, the Indian Ocean and the Atlantic. Australia also had the Australian Flying Corps, which was part of the AIF, and which served mainly in the Middle East and in France. After the Gallipoli campaign, the Australian Light Horse served fighting Turkish forces in the Middle East.

SOURCE 1 One of the boats from the landing at Gallipoli

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Your task is to **research** one of these Australian forces, focusing on one issue or one campaign that had an influence on the outcome of the war.

Write your inquiry question. It could be based on one or more of the following:

- What was achieved by the RAN during World War I?
- What losses were suffered by the ships of the RAN?
- How did Australia lose both its submarines?
- What battles fought by the Australian Light Horse were decisive?
- How effective were the planes of the Australian Flying Corps in France and the Middle East?

Step 1: Questioning and researching

1. **Research** your question. Begin by visiting the website of the Australian War Memorial.

Step 2: Using historical sources

2. **Analyse** your sources.

Step 3: Historical perspectives and interpretations

3. **Evaluate** the information and arguments in the sources.

Step 4: Communicating

4. What is your answer to your inquiry question? Present your findings in a format that suits the task. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 4.15 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39692)

LESSON
4.16 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

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4.16.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

4.2 How do we know about World War I?

- Australia has the world's most extensive collection of sources for the war.
- These include a vast number of written sources and visual sources.
- Britain, France and Belgium also have extensive collections.

4.3 What caused World War I?

- Long-term causes include imperialism, nationalism, the glorification of war and development of rival alliances.
- The short-term trigger was the conflict between Austria–Hungary and Serbia, especially following the assassination of the Austrian Archduke Franz Ferdinand.

4.4 Where was the war fought?

- The war was fought between the Allies and the Central Powers, but the Allies quickly gained support from several other countries.
- The Germans failed in their plan to quickly defeat France in the west in order to then move east and defeat Russia.
- The war was fought on several fronts but the main fighting was in Europe on the Western and Eastern fronts.

4.5 Why did Australians enlist and where did they fight?

- Most Australians greeted the outbreak of war with enthusiasm.
- Volunteers rushed to enlist in the AIF. Loyalty to Britain was a motive for many of them.
- The AIF was combined with New Zealand troops to form the Australian and New Zealand Army Corps (ANZAC).
- The main theatres of war for Australian troops were Gallipoli, the Western Front and the Middle East.

4.6 Why did Australians fight at Gallipoli?

- The attack at Gallipoli was intended to defeat Türkiye.
- The Anzacs landed successfully on 25 April 1915 but were unable to hold the high ridges, which were essential for success.
- Both sides suffered heavy losses.
- In August 1915, operations to break the deadlock were unsuccessful.
- A successful withdrawal ended the Gallipoli campaign in December 1915.

4.7 Why have aspects of the Gallipoli campaign been contested?

- The long-accepted interpretation of the reason for high casualties suffered by the Anzacs during the landing and, to an extent, the failure of the entire campaign was that the troops were landed in the wrong place.
- This interpretation has been challenged in more recent times.

4.8 What were the hardships of trench warfare?

- Trench warfare led to an almost continual stalemate.
- Trenches were complex systems in which soldiers on both sides lived and died.
- Attempts to attack enemy trenches produced enormous casualties.

4.9 What were the experiences of ANZAC troops on the Western front?

- Anzac troops joined the fighting on the Western Front in 1916. Meanwhile, the Light Horse fought the Turks in the Middle East.
- They suffered high casualties in battles, including Fromelles and Pozières during the Somme offensive.
- Australian soldiers played a prominent role at Bullecourt and Ypres in 1917.
- They also played a key role in stopping the German offensive in March–April 1918 and in the first big Allied attack in July 1918.

4.10 How did the war impact the Australian home front?

- The war increasingly divided Australians on the home front, especially as it caused increased inequality.
- Patriotic rallies encouraged continued support for the war, patriotic funds were organised to aid the war effort and schools were used to instil patriotism.
- Except for nurses, women were denied any direct role in the armed services. Many other women contributed through voluntary work.
- Women were also among the war's leading critics.
- Recruiting campaigns failed to raise the numbers of new recruits that the government wanted. Despite this the government discriminated against First Nations Australians in recruiting.

4.11 How did the conscription issue divide Australians?

- Australia was the only combatant nation that had a fully volunteer military.
- Prime Minister Hughes split the Labor Party when he tried to introduce conscription.
- The conscription issue was bitterly divisive.
- Referendums in 1916 and 1917 failed to win majority support for conscription.

4.12 Why did the war on the Eastern Front lead to revolution and Russian withdrawal from the war?

- War weariness in Russia led to the revolution of March 1917 and the abdication of Tsar Nicholas II.
- A second revolution in November 1917 saw the Bolsheviks seize power.
- The Bolshevik Revolution ended Russia's involvement in the war, leading to a separate peace treaty in March 1918 that freed German forces for a last offensive on the Western Front.

4.13 What was the war's aftermath and how has it been commemorated?

- After the Armistice ended fighting on 11 November 1918, lack of shipping caused long delays in repatriating Anzac troops.
- Australians were determined that their soldiers' sacrifices would be remembered, so memorials were built across the nation. Despite this, the service of First Nations Australians was not recognised until much later.
- Anzac Day became a national day of remembrance.
- The Anzac legend changed Australian nationalism and the meaning of the legend has changed over time.

4.14 How did the war affect Australia's international relations?

- Australia attended the Paris Peace Conference in its own right, not just as part of the British Empire delegation.
- Prime Minister Hughes was concerned with three issues at the conference. He wanted harsh reparations imposed on the defeated powers, Australian or British control of the former German New Guinea and the right to maintain the racist White Australia Policy.
- Hughes gained all of his objectives at the conference but he clashed with both the United States and Japan on these issues.
- Despite the independence shown at the peace conference, Australia did not seek independence from Britain in foreign relations.

4.15 INQUIRY: Other battles of World War I

- Australia was involved in the war in other ways, particularly through the navy, which served in the Pacific, the North Sea, the Mediterranean, the Indian Ocean and the Atlantic.
- The Australian Flying Corps served mainly in the Middle East and in France.

4.16.2 Key terms

abdicate to step down from the throne or from other high office
artillery large-calibre guns
blockade sealing off an area so that nothing can get in or out
censorship restriction or control of what people can say, hear, see or read
conscription compulsory enlistment of citizens to serve in the armed forces
contestability the idea that people's understanding of the past can differ depending on their perspective or their access to, and understanding of, evidence
deadlock a stalemate in which neither side can gain an advantage
Duma the Russian parliament
enlist to join voluntarily, usually the military
feint a dummy attack meant to deceive the enemy into moving troops from where the main attack will take place
half-caste of mixed race (a term widely used in the mid 1900s, but now considered offensive)
Hindenburg line a heavily fortified (German) position on the Western Front
imperialism the policy of an empire by which it gains land by conquest and rules other countries, or dominates them as colonies
League of Nations the world body set up at the Paris Peace Conference to solve disputes between nations peacefully
nationalism feeling of loyalty to a nation
no man's land unoccupied ground between the front lines of opposing armies
pacifist person who holds a religious or other conscientious belief that it is immoral to take part in war
pandemic disease epidemic affecting many different countries
propaganda distortion of the truth to persuade people to support an action or point of view
referendum ballot in which voters decide on a political question
repatriated returned to home country
Sinn Fein organisation formed in Ireland in 1905 to campaign for Irish independence from Britain
Slavic belonging to the Slavs (a language group including Russians, Serbs and other Central and Eastern European peoples)
Soviet a council representing workers, peasants, soldiers and sailors
stalemate (from chess) a situation in which neither side can gain a winning advantage
tenuous weak, thin
trench foot a painful, swollen condition caused by feet remaining wet for too long; if gangrene set in, the feet would have to be amputated
U-boats German submarines
ultimatum a final set of demands or terms backed by a threat

4.16.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Inquiry:

What were the causes and the significance of World War I, the perspectives of people at the time, the contested debates and reasons for differing historical interpretations?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10583)
Reflection (ewbk-11466)
Crossword (ewbk-10590)

Interactivity World War I (1914–1918) crossword (int-7642)

4.16 Review exercise

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Multiple choice

1. Which of these were members of the Triple Entente?
   - A. Australia, New Zealand and Britain
   - B. Japan, German and Italy
   - C. Britain, France and Russia
   - D. Austria–Hungary, Türkiye and Bulgaria
2. Who was the Archduke Franz Ferdinand?
   - A. Heir to the throne of Austria
   - B. President of France
   - C. Heir to the throne of Germany
   - D. Heir to the throne of Serbia
3. Approximately when did trench warfare begin on the Western Front?
   - A. August 1914
   - B. September 1914
   - C. April 1915
   - D. July 1916
4. Reasons for the Gallipoli campaign included which of the following?
   - A. To make Germany send all of its troops to help Türkiye
   - B. To force Türkiye to change sides
   - C. To lure Austria–Hungary away from the Eastern Front
   - D. To defeat Türkiye and threaten Austria–Hungary
5. It is generally agreed that the best-managed part of the Gallipoli campaign was which of these?
   - A. The landing at Anzac Cove
   - B. The landing at Cape Helles
   - C. The withdrawal from Gallipoli
   - D. The Battle of Lone Pine
6. What name was given to the exposed land between opposing lines of trenches on the Western Front?
   - A. Duckboards
   - B. Fire steps
   - C. Communication trenches
   - D. No man's land
7. Villers-Bretonneux was the village where which of these events took place?
   - A. The Armistice was signed in November 1918.
   - B. Australians fought during the Battle of the Somme.
   - C. Australians played a key role in stopping the German offensive of March–April 1918.
   - D. The first large Allied offensive of 1918 began.
8. In Australia, groups opposed to the war from the beginning included which of these?
   - A. Some socialists, Irish Catholics and pacifists
   - B. All socialists, Irish Catholics and pacifists
   - C. Protestants, politicians and war profiteers
   - D. Farmers and factory workers

9. The only Australian women who were allowed to serve overseas were in which of these organisations?
   - **A.** The Red Cross
   - **B.** The Australian Army Nursing Service
   - **C.** The Australian Women's National League
   - **D.** The Industrial Workers of the World
10. Approximately what percentage of Australian troops serving overseas became casualties?
   - **A.** 15 per cent
   - **B.** 90 per cent
   - **C.** 35 per cent
   - **D.** 65 per cent

Short answer

Communicating

11. With which countries did Australia have major differences at the 1919 Paris Peace Conference? **Outline** what each of the main differences were.
12. From your perspective, what do you think were the two most significant long-term causes of World War I? Give evidence to **justify** your response.
13. Some young men were so eager to enlist to fight in World War I that they lied about their age.
   - **a.** **Identify** one of the reasons that Australian men enlisted to fight in World War I.
   - **b.** **Analyse** the reason for enlisting that you identified in part a. Who might have presented a counter argument at that time, and what justifications would they have given for their perspective?
14. Using examples related to the Gallipoli campaign, **explain** why historians sometimes disagree about interpretations of historical events.
15. In recent years, the numbers of people attending Anzac Day commemorations have grown. **Suggest** why Anzac Day might still be a historically significant event for many Australians.

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5 The Industrial Revolution: Technology and progress

LESSON SEQUENCE

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LESSON
5.1 Overview

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What were the social, agricultural and technological developments that caused the industrialisation of Britain?

5.1.1 Introduction

Throughout history there have been many important revolutions with wide ranging repercussions, but they were political revolutions. They changed the way a country was managed or which group of people held power. However, they did not fundamentally change the way people generated power or earned an income, or made goods or transported those goods. For those things to change more would be required than a change of leader. It would require the perfect combination of new technologies, access to fuel, access to raw materials and a growing population. It needed supply and demand. It needed a different sort of revolution, one that would impact people at all levels of society. It needed an *industrial* revolution.

SOURCE 1 *Iron and coal*, painted by William Bell Scott in 1861. Very little of the technology shown in the image existed a century before the painting. It gives an indication of just how much the world was changing because of the Industrial Revolution.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10593)

Video eLesson The Industrial Revolution: Technology and progress (eles-2392)

int-5619

tlvd-0975

SOURCE 2 A timeline of technology in the Industrial Revolution

CE

1680

1694
The Bank of England is established.

1700

1700 onwards
Improvements in agricultural technology contribute to the agricultural revolution.

1707
The first turnpike trusts are established.

1709
Abraham Darby develops a blast furnace capable of producing high-quality iron.

1712
Thomas Newcomen develops the 'atmospheric engine', the first practical steam engine.

1720

1740

1757
The Sankey Canal is opened.

1730s–1780s
The invention of new and larger spinning and weaving machines shifts textile industry into factories.

1760

1761
The Bridgewater Canal is opened.

1763
Victory in the Seven Years' War gives Britain increased trade access to colonies in India and North America.

1780

1769
James Watt invents a steam engine capable of providing continuous power.

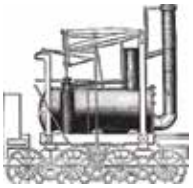
1785
The Boulton and Watt steam engine is first used in a textiles factory.

1783
Henry Cort's 'puddling' process further improves the quality of iron products.

1800

1801
The first official population census is held in Britain.

1813
The first working steam locomotive, known as *Puffing Billy*, is built.



1820

1825
The first English public steam railway (from Stockton to Darlington) is opened.

1830
Stephenson's *Rocket* hauls the first train on the Manchester to Liverpool railway line.

1830s
Railway building begins in France and Germany.

1840

1842
Samuel Morse develops the single wire telegraph.

1851
The Great Exhibition is held in London.

1860

1876
Alexander Graham Bell patents the first telephone.

1880

CE

LESSON
5.2 How do we know about the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to describe the variety of sources that can be used by historians to understand this period in history.

tlvd-10737

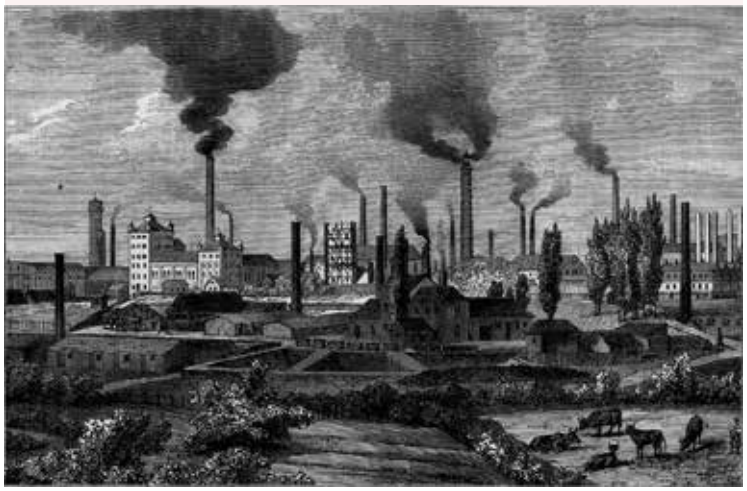
TUNE IN

The great technological changes that took place in Britain during the eighteenth and nineteenth centuries completely reshaped the way in which food, clothing and other necessities were produced. New materials and sources of power, along with new forms of transport, transformed a society that had not changed dramatically since the Middle Ages. This transformation is the source of many of the features of our way of life today.

Contemporary writers and artists used their talents to comment on the changes they observed around them.

Look at **SOURCE 1**. What evidence of the sorts of changes brought by the Industrial Revolution can you identify?

SOURCE 1 Contemporary writers commented on life in the rapidly growing cities, and artists used their talents to depict the growth of factory production located in large towns.



5.2.1 Why industrial 'revolution'?

The term *Industrial Revolution* was first popularised by the English historian Arnold Toynbee in the late 1870s and early 1880s. Historians such as Toynbee looked at the society in which they lived and compared it with what they knew of English society a little over a hundred years earlier. To these observers the nature and speed of the changes they documented were 'revolutionary' because they radically affected the way many people lived. Historians use a range of sources to study and understand the revolutionary changes that took place.

Inventions and patents

In the early eighteenth century, farming in Britain was carried out largely as it had been for hundreds of years. The processing and manufacture of goods took place on a small scale in local villages and small towns. By the middle of the nineteenth century, new methods of crop management, **animal husbandry** and new inventions had completely transformed the agricultural landscape. Clothing and other goods were no longer made by hand in homes or small workshops but in factories using large machines. We know about these changes because the creators took out **patents** on their new inventions. Patents could be issued only when the inventor submitted a full written description of their invention, and many of these descriptions survive today. By the mid nineteenth century, steam was driving machinery of all types. We can trace the development of steam power by examining the models of early steam engines that still exist, and the diagrams and descriptions submitted by their inventors in patent applications.

animal husbandry breeding and caring for livestock, usually in a farm environment

patent a legally enforceable right to make or sell an invention, usually granted by government, to protect an inventor's idea from being copied

Contemporary writers

Many of the creators of new farming methods wrote books and pamphlets publicising their methods. Other writers of the time wrote first-hand accounts of the improvements in agriculture they had observed. By the mid-nineteenth century, writers were also commenting on working conditions in newly built factories and life in the rapidly growing cities. Clearly, some very dramatic changes had occurred within people's lifetimes, and writers of the time were keen to document these changes.

aud-0507

SOURCE 2 An excerpt from Charles Dickens' novel *Hard Times,* in which he describes an industrial town. Dickens' novels often reflected the circumstances of the Industrial Revolution, which he saw happening around him. They are well known for portraying the negative side of that period. In fact, the term 'Dickensian' has come to refer to the poor social conditions of the time.

> It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black ... It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness.

Census figures

When the first complete population census of England and Wales was taken in 1801, the population was measured at 8.8 million. By 1881 the population had almost tripled to 25.9 million. Never before in history had population growth on this scale been recorded over such a relatively short period of time. These same census figures show a change from a predominantly **rural population**, engaged mainly in farming, to an **urban population**, employed mainly in manufacturing.

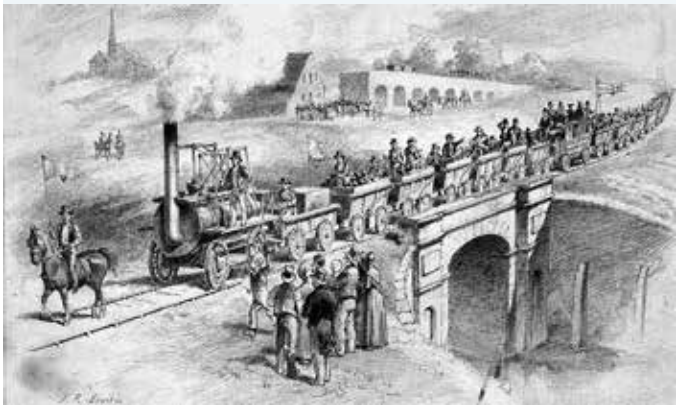
rural population people living in the countryside, rather than in towns or cities

urban population people living in cities or large towns

Paintings and drawings

In the eighteenth century, British artists were famous for producing paintings of country landscapes. By the early nineteenth century, artists began to record scenes of the new industrial towns that accompanied the Industrial Revolution. These often contrasted dramatically with the peaceful calm of the country scenes, showing billowing smoke from factory chimneys and the busy activity of the industrial towns. Changes in transport, such as the development of railways, also attracted the attention of artists. Many paintings and drawings were produced to celebrate these new developments.

SOURCE 3 A drawing of the opening of the first British railway line in 1825



5.2 SKILL ACTIVITY: Using historical sources

Compare the impressions of the Industrial Revolution expressed in the sources in this lesson.

1. For each source, **describe** whether you think it gives a positive or a negative view of the time using a four-point scale: very negative, somewhat negative, somewhat positive, very positive. What criteria have you used to determine 'positive' or 'negative'?
2. **Outline** the changes brought by the Industrial Revolution that are expressed in each source.

3. Then, for each source, you should think about WHY that source was created. Was it to entertain? Perhaps it was to inform, or persuade. **Explain** how that might affect how valuable the source can be for students or historians studying this time period.
4. From what you know so far, **decide** which of the three sources in this lesson you think is the most reliable and valuable for historians. Which do you think we should be most careful of at face value? **Justify** your answer.
5. How useful is the work of artists and writers to learn about this period?

5.2 Exercise

learnon

5.2 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 6	5, 7

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Check your understanding

1. Use the words provided in the following table to fill the gaps and complete the paragraph below.

Middle	New	Britain	transformation
reshaped	clothing	transformed	sources
features	not	transport	technological

Great _____ changes took place in _____ during the eighteenth and nineteenth centuries. These changes completely _____ the way in which food, _____ and other necessities were produced. _____ materials and _____ of power, along with new forms of _____, _____ a society that had _____ changed dramatically since the _____ Ages. This _____ is the source of many of the _____ of our way of life today.

2. English historian Arnold Toynbee coined the term 'Industrial Revolution' because
   - A. the British people had risen up against the monarchy in revolution.
   - B. of the French Revolution.
   - C. these new technologies had changed British society dramatically in just 100 years.
   - D. of the American Revolution.
3. **Select** two reasons why the registration of patents provides us with useful information about the period of the Industrial Revolution.
   - A. Because so many of these inventions were really interesting
   - B. Because the inventors had to include a full written description of their inventions
   - C. Because the submissions became official secret documents
   - D. Because many of these patent submissions have survived
4. **Describe** any significant changes that are evident in population census figures for nineteenth-century Britain.

Apply your understanding

Using historical sources

5. **Explain** what evidence in **SOURCE 3** suggests that a completely new form of transport was being celebrated.

Communicating

6. Using examples from the information provided in this lesson, **explain** why late nineteenth-century historians believed the changes of the previous hundred years were a major 'revolution'.
7. 'The Industrial Revolution created the modern world in which we live.' Based on the material provided in this lesson, **explain** why you agree or disagree with this statement.

LESSON
5.3 Why did the Industrial Revolution begin in Britain?

LEARNING INTENTION

By the end of this lesson you should be able to explain how a combination of factors led to the beginning of the Industrial Revolution in Britain.

TUNE IN

The Industrial Revolution marked the beginning of the technological revolution that continues to affect our lives. Before the Industrial Revolution, people produced things they needed in ways that had not changed in centuries. The Industrial Revolution saw new ideas being applied to producing goods. It began in Britain in the mid eighteenth century. By the mid nineteenth century it had brought about enormous changes to the ways people worked and lived, and these changes had begun to spread around the world. Why did it happen when it did? And why did it begin in Britain?

SOURCE 1 Farmers in developing countries still use methods that have been used for centuries, while industrialised countries have long since mechanised agriculture.

Look at **SOURCE 1**. A scene like this would not be out of place some hundreds of years ago, but it is clearly a modern scene. Discuss the following:

1. What does this suggest about the effects of the Industrial Revolution?
2. Does the entire world benefit equally from the technologies that were developed?
3. What do you think the future holds for people like those pictured in **SOURCE 1**?

5.3.1 The importance of cause and effect in history

One of the aims of studying history is to identify and understand cause and effect. If we understand the factors that caused something bad to occur in the past, we may be better able as a society to avoid it happening again. If we can recognise the causes of something beneficial, we may be able to repeat it in a different location, or different time. The process of **industrialisation** has raised the **standard of living** of the vast majority of people living in countries that have experienced industrialisation. It is currently raising the standard of living in countries such as China and India. Nevertheless, many countries in the world have not experienced industrialisation, and their inhabitants live in relative poverty. If the citizens and governments of those countries can recognise the factors that have contributed to industrialisation, they may be able to encourage the process and raise their own standard of living.

industrialisation the process by which a country transforms itself from mainly agricultural production to the manufacturing of goods in factories and similar premises

standard of living how well off a country or community is, often measured by the level of wealth per head of population

5.3.2 Underlying causes and immediate causes

When we plant a seed in the garden, we expect a plant to grow from that seed. The immediate cause of the plant growing is the placing of the seed in the soil. However, if the soil is of poor quality with low levels of nutrients and the seed is never watered, the plant may not grow. Good-quality fertile soil is an underlying cause of plant growth. We can examine the causes of the Industrial Revolution in a similar manner. The following are often identified as causes of the Industrial Revolution that began in Britain in the mid eighteenth century. Some can be considered as underlying causes or long-term trends — the 'fertile soil' in which industrialisation flourished. Some can be considered immediate causes — the short-term triggers or 'seeds' that were planted that led to the changes we identify as the Industrial Revolution.

Technology

int-6682

tlvd-10671

The Industrial Revolution first took off as a result of two developments in technology. The first was the invention of new machines designed to process raw cotton into cloth. These machines were too large to be located in an average house or cottage, so special buildings were erected in which to manufacture cloth. These were the first factories. The second development was the invention of steam engines capable of powering the cotton-processing machines. The use of steam power allowed factories to become larger and produce huge quantities of cotton cloth. The textile industry set the pattern for other industries, and large-scale factory production soon became the norm across a range of different manufacturing activities.

SOURCE 2 Major sites of industrialisation in Britain

Source: Map drawn by Spatial Vision.

Agricultural revolution

Prior to the eighteenth century, most of the population of Europe was engaged in food production. In Britain, two broad changes were occurring by the middle of the eighteenth century:

1. New methods of farming were gaining popularity, improving the quantity and quality of food and the output of fibres such as wool for clothing.
2. Changes in land ownership had been underway for over 100 years. Common land that had been shared by villagers was enclosed by wealthy landowners, creating larger farms on which the new farming methods could be applied more efficiently.

These changes contributed to an increase in population, but did not require those extra people to work on farms. They would eventually become the factory workers of the Industrial Revolution.

Access to raw materials

Steam engine operation depended heavily on good-quality coal to provide strong reliable heat. Britain had large deposits of coal, most of which were readily accessible, so mining developed alongside the growth in factory production. As **SOURCE 2** shows, the location of coalfields strongly influenced the location of industry during the period of the Industrial Revolution. Britain also had plentiful deposits of iron ore, which could be processed into steel and used for building factory machinery and other useful equipment.

Wealthy middle class

In medieval Europe and Britain, the vast majority of the population consisted of lower-class peasants who worked the land owned by the upper-class aristocracy. The middle class were the specialised craftsmen and merchants who, relying on trade and commerce, usually lived in the towns; they were a small minority throughout the Middle Ages. As Britain grew to become a major trading nation, many members of the middle class became very wealthy and used their savings to invest in business ventures. It was this investment that funded the growth of factories during the Industrial Revolution.

Transport

Britain is a relatively compact nation geographically, with easy access to the sea through large ports. The transportation of raw materials to factories and of finished products to customers, both local and overseas, was relatively simple. River transport was very efficient and canals could be built to connect many of these rivers. The development of steam as a means of locomotion eventually transformed transport networks across Britain and later the world.

Expanding empire

Since the great age of exploration in the sixteenth century, European ships and merchants had sailed to all parts of the world and had discovered a wide variety of new products that could be imported into Europe. The Spanish and Portuguese had conquered most of South America, and the Dutch had colonised the islands that now make up Indonesia. The British had established colonies in North America, the Caribbean, the Indian subcontinent and West Africa. The British were quick to realise the possibilities of importing raw materials from their colonies and transforming them into finished products to sell to the increasing population. Improving the methods of producing finished cotton products to meet this growing market became very important in the latter half of the eighteenth century. So, in eighteenth-century Britain there was a confluence of factors that allowed the Industrial Revolution to initially develop there.

5.3 SKILL ACTIVITY: Communicating

Develop a short comic strip that outlines the improvement in standard of living caused by industrialisation.

1. **Discuss,** using the 'think, pair, share' routine, what happens between the development of industrialisation and the improving of standard of living. What is the role of larger markets for goods? What happens to the affordability of goods when they are produced more efficiently? What does the presence of a more reliable food supply mean for food security?
2. Visualise the key steps in the process, beginning with 'industrialisation begins' and ending with 'improved standard of living'. You might have several steps, or you might only have four or five.
3. Draw and **annotate** a scene for each of the steps to reveal your **understanding**.

5.3 Exercise

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5.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3	1, 4, 5, 6, 10	7, 8, 9

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Check your understanding

1. **Identify** two benefits of an understanding of the causes of a historical event to future generations.
   - A. To repeat the mistakes of the past
   - B. To avoid making the mistakes of the past
   - C. To avoid the successes of the past
   - D. To repeat the successes of the past
2. **Identify** the two key technological advances that allowed industrialisation to take off in Britain in the latter part of the eighteenth century.
   - A. The invention of the steam engine
   - B. Machinery to process cloth into cotton
   - C. Machinery to process cotton into cloth
   - D. The invention of factories
3. **Identify** the impact of the following changes in agriculture during the eighteenth century in Britain.
   - a. Decrease in population
   - b. More farm workers required
   - c. Fewer farm workers required
   - d. Increase in population
4. **Describe** why the existence of a wealthy middle class was important to the development of the Industrial Revolution.
5. **Explain** why an efficient transport system was useful in the process of industrialisation.
6. What contribution did an expanding empire make to the Industrial Revolution in Britain?

Apply your understanding

Using historical sources

7. **Examine SOURCE 1. Explain** how you think the farming techniques shown could be made more efficient by the use of mechanical equipment.
8. **Explain** what **SOURCE 2** tells us about the importance of access to raw materials and transport during this period.

Historical perspectives and interpretations

9. Of the causes identified in this lesson, which do you believe to be underlying causes of the Industrial Revolution and which do you think were immediate causes? **Justify** your answers.

Communicating

10. **Explain** how developing countries could benefit from the example of the Industrial Revolution in Britain.

LESSON
5.4 How did changes in agriculture result in changes in society?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact that key agricultural developments had on society.

TUNE IN

Have you or your family ever tried growing your own veggies? Even in a small garden it can be very time consuming and tiring to plant a few rows of seeds. Imagine if entire fields had to be sowed that way. Now imagine how much quicker it would be if you had some automation with the planting of the seeds and some fertiliser to help them grow. You could sow more seeds more efficiently. More plants would germinate, grow and ripen, and could support a growing population.

SOURCE 1 shows traditional open-field farming. One field out of three was left 'fallow' each year so it could replenish its nutrients. Discuss the following:

1. What does that mean to the yield of the overall farm?
2. What if all three fields could grow crops each year?

SOURCE 1 Three-field rotation meant that one-third of the land would lie idle each year.

5.4.1 Traditional open-field farming

At the time of the Industrial Revolution, major changes in farming practices were already occurring throughout Britain. These changes completely revolutionised agriculture. Increases in farm production provided food for the growing population, particularly the expanding urban workforce.

The traditional open-field village was based on **subsistence farming**, producing only enough food for its inhabitants, who were peasants or tenants of the landowner. It usually involved the rotation of different activities across three large fields. One field would carry a crop of wheat or rye and one a crop of barley, while one would be allowed to lie **fallow**. Each year the crops would be rotated, so each field would lie

subsistence farming farming that provides only enough to satisfy the basic needs of the farmer or community

fallow land left unplanted

fallow for one year in every three. Each village household was allotted a number of strips in each field. These would usually be spread out so that everyone had equal access to the best land. There was also an open area of common land where everyone had the right to graze livestock and collect firewood. Grazing also took place in the fallow field, helping to fertilise it, making it ready for planting the following year.

Disadvantages of the open-field system

The open-field system had worked well for centuries, and in 1750 about half of all farming in England still relied on this approach. However, the system had a number of disadvantages.

- It was very inefficient because:
  - one-third of the land was left unplanted each year
  - pathways separating the strips of land were not used for crops
  - time was wasted because each farmer had to look after a number of strips scattered across the different fields.
- Weeds and animal diseases could spread easily as everyone was sharing so much of the available land.
- There was very little opportunity to try new crops or new methods because everyone had to grow the same crops and work together.

5.4.2 Enclosure

The agricultural revolution involved three main developments:

1. Enclosure: enclosure of the open fields
2. Technology: the adoption of new techniques of farming
3. Business: the change to a more business-oriented approach to farming.

Enclosure involved the consolidation of open fields into single farms, owned by one farmer and separated from neighbouring farms by hedges or low stone walls. This process had begun as early as the sixteenth century, when some wealthy landowners began to enclose their land, voiding the rights of peasant farmers to pursue their traditional strip farming. If the newly enclosed farm was large enough, it could be subdivided and smaller farms leased out to these same peasants. The peasants were forced either to become paid employees on the enclosed farm or to seek work in nearby towns. Enclosure gave the farmer/landowner greater control over the total area of the farm; less productive land was wasted and animals were kept separate from neighbours' livestock.

SOURCE 2 Stone walls were often used to enclose farms during the eighteenth century.

5.4.3 Adoption of new techniques of farming

Increased control over their farms and stock allowed farmers to adopt new, more efficient methods of farming, and developments in farming equipment further increased efficiencies.

enclosure consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

Jethro Tull's seed drill

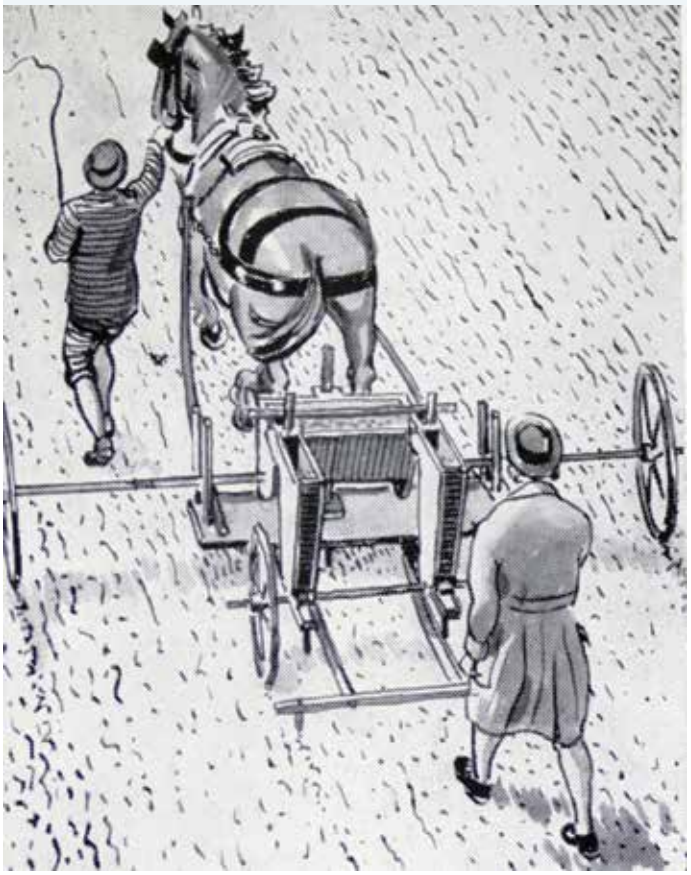
Traditionally seed was scattered by hand into ploughed furrows. This often meant a lot of wastage as the wind could blow much of the seed away or birds could eat it.

In 1700, agricultural inventor Jethro Tull developed a horse-drawn seed drill that could plant three rows of seed at a time (**SOURCE 3**). A hole would be drilled for seeds to be dropped in, the hole covered and the drill moved forward to the next planting position. It is estimated that this invention produced a crop five times larger than had been achieved on the same area of land using the old methods.

The Rotherham plough

In 1730 Joseph Foljambe patented the Rotherham triangular plough. This plough had an iron blade and was lighter and easier to handle than the rectangular wooden ploughs that had been used previously. Instead of being drawn by a team of four oxen, and requiring both a ploughman and an ox driver, the Rotherham plough could be drawn by two horses and handled by one person. The Rotherham plough proved to be quicker and more efficient, and significantly reduced costs for farmers.

SOURCE 3 Jethro Tull's seed drill, as depicted in this nineteenth-century illustration, revolutionised the planting of crops in England.



SOURCE 4 Traditional ploughing required a team of four or more oxen, an ox driver and a ploughman to operate the heavy rectangular wooden plough, as shown in this artwork based on fourteenth-century illustrations.

SOURCE 5 The Rotherham plough, which was developed in 1730, could be operated by one ploughman and two horses, as shown in this artwork.

Changes in crop rotation methods

As the open fields were enclosed, new systems of crop rotation were introduced. The most successful of these was the four-crop rotation system introduced by Lord Charles Townshend (or 'Turnip' Townshend, as he became known) on his own estates. His farm was divided into four fields, with wheat in the first, turnips in the second, barley in the third and clover in the fourth. Each year, the crops would be rotated by one field, so that in the second year, the first field would contain clover, the second wheat, the third turnips and the fourth barley. This rotation continued over a four-year cycle. The planting of clover and turnips following the crops of wheat and barley helped replace nutrients in the soil, and therefore helped produce better crops the following year. The clover was used as a nutritious summer food for livestock, while turnips could be fed to animals in winter. This meant that livestock no longer needed to be slaughtered before each winter, as had traditionally been the case.

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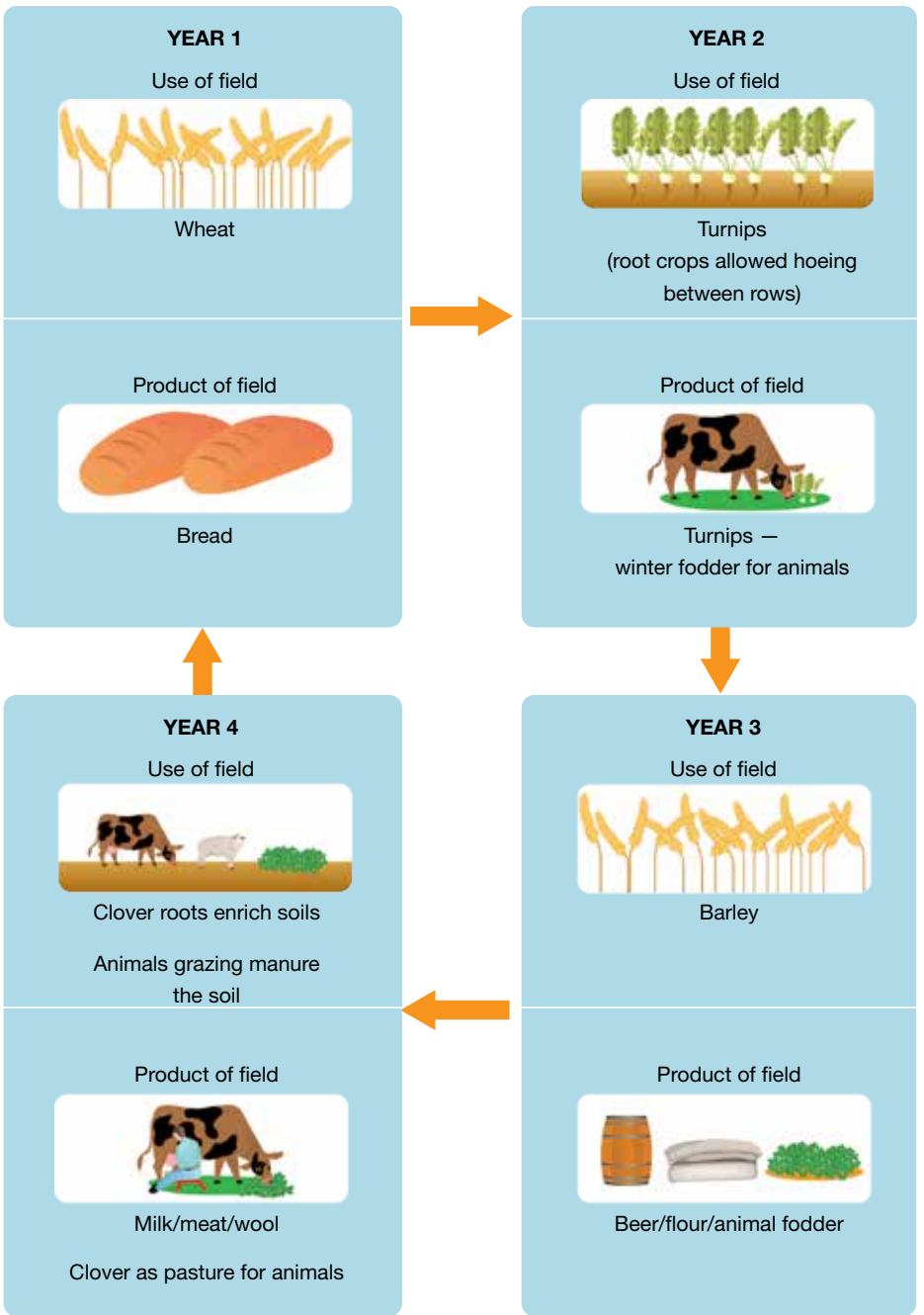
SOURCE 6 Four-crop rotation in one field



Improved stock-breeding methods

Farmers such as Robert Bakewell began selective breeding of sheep and cattle. Only the largest and strongest animals were mated, and this produced offspring with the best characteristics. Bakewell also cross-bred different types of sheep to produce the best breeds for both wool and meat production. His New Leicester breed, introduced in 1755, proved to be a great success.

SOURCE 7 New Leicester sheep were bred by Robert Bakewell. Can you see why they were successful for both wool and meat production?

5.4.4 A business approach to farming

Before the eighteenth century, farming activity was mainly directed towards satisfying local food and clothing needs. Any produce left over could be sold or traded at markets, but this would entail only a small proportion of farming output. The great improvements of the agricultural revolution not only increased the amount of food available to the farmers and their workers, but also provided increasing surpluses that could be sold to feed the growing urban population. The rural population grew very slowly, but the output per person employed in agriculture rose dramatically. Exporting grain to other countries also brought profits to farmers who were prepared to innovate and embrace new methods of production.

So, ultimately, when all these new developments came together it resulted in massively increased agricultural yield which would ultimately help sustain and encourage a growing population.

aud-0508

SOURCE 8 Improvements in farming output

The agricultural revolution produced great improvements in the quantity and quality of both crops and livestock. In 1705 England exported 150 million kilograms of wheat, but by 1765 this had risen to 1235 million kilograms. In 1710 sheep sold at market weighed an average 13 kilograms, while cattle weighed an average 167 kilograms. By 1795 this had risen to 36 kilograms for sheep and 360 kilograms for cattle.

5.4 SKILL ACTIVITY: Historical perspectives and interpretations

Identifying contributions of individuals

You have been approached by a well-known confectionary company who makes caramel chocolates sold in wrappers with movie trivia. They want to update their celebrities to include famous historical figures. It's your job to write the information for one of the following historical figures: Joseph Foljambe, Jethro Tull, Robert Bakewell or 'Turnip' Townshend.

The text must be **exactly** 60 words. That is the maximum room for the wrapper. If your initial draft is longer, then you need to look back carefully and condense your work. If it is shorter, then there are probably some more details you could include.

The information on the wrappers tends to start with the broad, big ideas and then move towards more specific and obvious information. The wrappers are commonly used as a fun trivia activity, so you do not want to give away too much obvious information too early.

Use the internet to find a suitable template for your writing and print your work to share with the class.

5.4 Exercise

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5.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 5	4, 6, 9	7, 8, 10

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Check your understanding

1. 'Enclosure' of farming lands means enclosing animals in large barns to keep them warm in winter. True or false?
2. Enclosure could allow a farmer to maintain good health and breeding within his livestock. True or false?
3. In **SOURCE 1**, **identify** the areas that would have been common land.
   - A. Fields A and B
   - B. Field C and the land behind the church
   - C. Fields A, B, C
   - D. Field B and the land behind the church
4. **Explain** how the four-field rotation system was an improvement over the three-field rotation system.
5. **Identify** how the business approach to farming differed from the subsistence approach that had operated previously.

Apply your understanding

Using historical sources

6. Examine **SOURCE 2**. **Explain** why enclosure made the continuation of communal strip farming impossible.
7. **Compare** the different methods of ploughing depicted in **SOURCES 4** and **5**. Explain two ways by which the use of the Rotherham plough could have reduced costs for the farmer.
8. By comparing **SOURCES 1** and **6**, **explain** how enclosure and the use of the four-field system might have overcome the disadvantages of the three-field rotation system.
9. Read **SOURCE 8** and answer the following.
   - a. By what percentage did wheat exports rise between 1705 and 1765?
   - b. How might we explain the increase in weight of livestock sold for slaughter between 1710 and 1795?

Historical perspectives and interpretations

10. **Explain** why each of the following innovations could only have occurred after the enclosure of farms.
    - a. The four-field crop rotation system
    - b. Selective breeding of animals

LESSON
5.5 How did Empire fuel the revolution?

LEARNING INTENTION

By the end of this lesson you should be able to describe why Britain's empire provided it with an advantage over other countries during the early years of the Industrial Revolution.

TUNE IN

The British Empire extended across every inhabited continent on the planet. From Gambia and Sierra Leone in west Africa to Van Diemen's land on the southern tip of Australia. From the eastern provinces of Canada to the Malay Peninsula. At its height almost a quarter of the world's population lived within it. It was said that 'the sun never sets on the British Empire' because it was always daytime in some part of it. Within that empire lay the opportunity for access to raw materials and to trade, with all the positive and negative impacts that came with it.

SOURCE 1 shows officers of the British East India Company in India. The East India Company was central to imperial trade and many of its officers became incredibly wealthy, often at the expense of others. Discuss the following:

1. What do you think the meeting could be addressing in **SOURCE 1**?
2. How would you describe the relationship between the groups in the image?

SOURCE 1 The officers of the British East India Company became very wealthy and powerful as they brought more and more of India under their control.

5.5.1 The British East India Company

In the fifteenth century, European countries such as Portugal and Spain set out to explore the lands around the Atlantic Ocean to expand their trading links. This led to the establishment of **trading posts** on the western coast of Africa, and to the discovery of the Americas. In the early sixteenth century, Vasco da Gama found a sea route to India, and the Dutch, French and English soon joined in the race to establish **colonies** and trading posts in these newly discovered lands. As British **maritime power** grew during the sixteenth and seventeenth centuries, Britain began to lay the foundations of what was to become the most extensive of the European **empires**.

In December 1600, Queen Elizabeth I granted a **charter** to a group of merchants, giving them exclusive rights to control trade between England and all areas of Asia east of the Cape of Good Hope at the southern tip of Africa. This became the East India Company, and it sent ships to the Indian Ocean to establish trade links with India and other parts of eastern and south-eastern Asia. The company expanded its influence throughout the sixteenth century, establishing trading links in China, Japan and the Malay Peninsula. Its major area of influence was the Indian subcontinent, and it gradually came to control large areas of the region. The company employed its own private armies and used them to conquer areas of India previously controlled by the French, Portuguese and Dutch. The company engaged in trade in silk, cotton, spices and tea, shipping these in large quantities back to Britain.

trading post a store or settlement established by a foreign trader or trading company to obtain local products in exchange for supplies, clothing, other goods or cash

colony an area of land settled by people from another country. This can involve military conquest if the original inhabitants resist that settlement.

maritime power having strong naval forces

empire a number of different countries or colonies controlled by the government of one country

charter a written grant from a sovereign, providing certain rights or privileges to the holder

5.5.2 The British in North America

The Spanish, Portuguese and French were quick to establish colonies in North and South America during the sixteenth century. The first successful British colony in North America was established in Virginia in 1607, and over the next hundred years, the British set up a string of colonies along the east coast of North America.

The Caribbean was also a target of British colonisation, with islands such as Trinidad and Tobago, the Bahamas and Jamaica coming under British control.

During this time, the French were also expanding into North America. They had established colonies in what is now Canada, and in 1681 had sailed up the Mississippi River and claimed a huge area that they called Louisiana.

This would bring the French into direct conflict with the British, as Louisiana was directly to the west of Britain's 13 coastal colonies, and the French presence there would prevent the British from spreading inland.

SOURCE 2 French and British settlements in North America before 1756

Source: Map drawn by Spatial Vision.

5.5.3 The Seven Years' War (1756–63) and the American Revolution

In 1754 Britain and France both claimed control of the Ohio country, located to the west of Pennsylvania. The dispute soon led to skirmishes between British and French troops in this area, and in other parts of North America. France was successful in maintaining control of the Ohio country, but lacked the military power to attack the established British colonies. Between 1756 and 1760 the British waged a campaign in the Canadian territories, eventually defeating the French and taking control of eastern Canada. During this same period, French troops clashed with the private armies of the East India Company on the Indian subcontinent. The British side ultimately proved victorious and extended British influence over most of India. By the end of the Seven Years' War in 1763, Britain controlled an extensive empire, spreading from North America, through parts of Africa, to India and East Asia.

In 1775 the British colonists in the coastal colonies of North America rebelled against British rule, and a war began which would see Britain lose control of those colonies. In 1783 the Treaty of Paris was signed between Britain and the representatives of the former colonies, which subsequently became the modern-day United States of America. While this war saw the British lose their wealthiest colonies in America, their expansion in India and ongoing rule of Canada and many of the Caribbean islands still left Britain with an extensive empire by the end of the eighteenth century. In 1788 the British also took control of the eastern coast of modern-day Australia with the establishment of the colony of New South Wales.

5.5.4 The British Empire and the Industrial Revolution

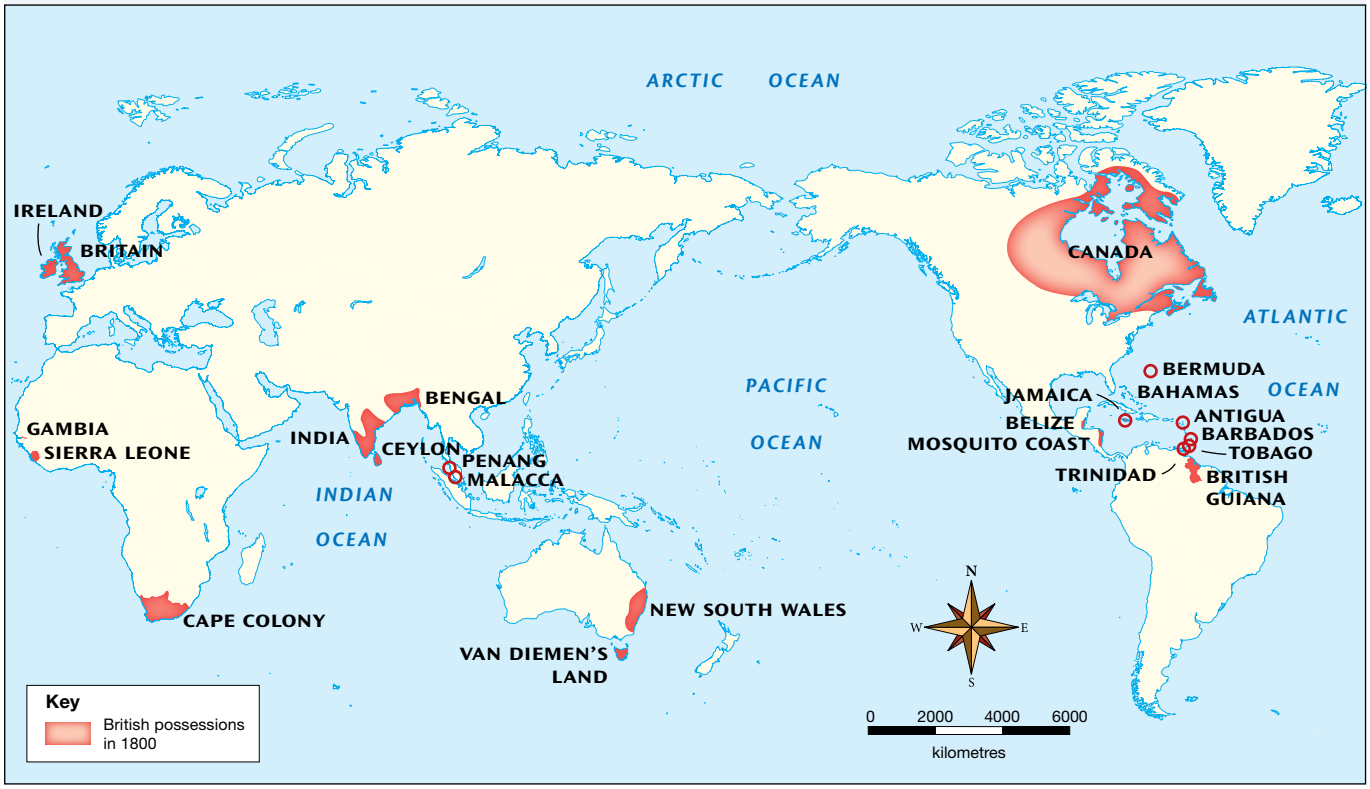
Access to the empire was an essential factor in the industrialisation of Britain. Raw materials would be imported by ship and processed in British factories, and then the finished products exported, often to the same colonies that had provided the raw materials. By 1800, Britain had the beginnings of a worldwide empire, which provided valuable sources of raw materials to feed industrial growth. Initially the cotton industry was a major source of industrial growth, but British industry was soon able to process raw materials imported from almost every continent. To protect its trading routes, Britain also established the most powerful navy in the world, along with a very prosperous shipbuilding industry.

SOURCE 3 Main sources of raw materials from different parts of the British Empire

British colony	Raw materials provided
Canada	Furs, timber, fish
Jamaica	Sugar, coffee
British Guiana	Sugar, tobacco
Gambia	Cocoa
Bermuda	Salt, whale oil, baleen
India	Cotton, tea, timber, sugar
Penang and Malacca	Spices, timber
Ceylon (now Sri Lanka)	Tea, timber, cocoa
New South Wales	Whale oil, **baleen**, wool

baleen a keratin substance in the mouth of the baleen whale to filter sea water and collect plankton and small fish to feed. When dried it is flexible but strong, used in clothing and other products.

SOURCE 4 The British Empire in 1800



Source: Map drawn by Spatial Vision.

5.5 SKILL ACTIVITY: Communicating

With a partner, **discuss** whether you think it was fair for Britain to expect the colonies to import British manufactured goods rather than encourage them to produce their own.

Consider the following questions during your discussion.

- What are the benefits to Britain?
- What are the benefits to the colony/colonies?
- **Consider** the perspective of the British and of the colonies. How does your opinion change when you look at the question from different viewpoints?
- Is it important to consider 'fairness' when thinking about a historical issue?

When you have **discussed** your thoughts around the questions, **summarise** your conclusions in a paragraph response.

5.5 Exercise

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5.5 Exercise

Learning pathways

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Check your understanding

1. What special rights did the charter of 1600 grant to the East India Company?
   - **A.** Exclusive rights to control trade between England and all areas of Asia west of the Cape of Good Hope
   - **B.** Exclusive rights to control trade between England and all areas of Asia east of the Cape of Good Hope
   - **C.** Exclusive rights to control trade between England and Australia
2. Where were the main French colonies in North America?
   - **A.** Louisiana and Trinidad
   - **B.** Canada and the Caribbean
   - **C.** Louisiana and Jamaica
   - **D.** Canada and Louisiana
3. **Identify** and **explain** the importance of the events that occurred in North America in 1754 and 1763.
4. Fill in the gaps in the following passage. The development of an empire was an important factor in the industrialisation of Britain. _____ materials were imported from the _____ and _____ products were _____ to the colonies.
5. It was important for Britain to have a powerful navy during the eighteenth and nineteenth centuries. True or false?

Apply your understanding

Using historical sources

6. **Explain** how **SOURCE 2** helps you to understand why Britain and France were likely to come into conflict in North America.
7. **Examine SOURCE 4**. **Outline** why it would have been important to control Cape Colony in southern Africa at this time.

Historical perspectives and interpretations

8. Many of the raw materials imported from the colonies were not naturally grown in Britain, but their importation made significant changes to British life. **Identify** three such raw materials, **identify** where they were grown and **explain** how they might have had an impact on the lives of ordinary British people.
9. At the beginning of the nineteenth century, most of Africa had not yet been colonised by European powers; by the end of that century, most of Africa was under the control of various European empires. From what you know so far about industrialisation and the importance of empire, **propose** possible reasons for this huge change during that century.
10. The British Empire continued to grow even more strongly during the nineteenth century. **Determine** why the Industrial Revolution may itself have been a cause of this further growth.

LESSON
5.6 What did investment have to do with the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to explain the role of capital, investment and banking in supporting the emerging Industrial Revolution.

TUNE IN

You have probably heard of the stock exchange. That's where people go to invest money in companies in the hope of gaining a profit. When they invest in 'shares' they are buying a small (or large!) part, or share, of that company. If the company succeeds in whatever it does, then some of that success is passed back to the shareholders in the form of a profit called a dividend.

During the Industrial Revolution this process was vital to the establishment of factories, railways and other companies. An individual or small group of people with a good idea usually did not have enough money, or 'capital', to fund an entire operation so they sold portions of their company to others to build up enough to get things off the ground. Share investment grew immensely as the Industrial Revolution continued.

SOURCE 1 The New York Stock Exchange in the 1980s.

Many of the innovations of the Industrial Revolution could not have occurred without this process and the support it received from the politicians of the day.

What does **SOURCE 1** suggest about the importance of shares and investing?

5.6.1 Entrepreneurship and the middle class

In medieval Europe, the most powerful class was the land-owning aristocracy, while the most numerous group was the peasant class who worked the land. The middle class consisted of the tradesmen, craftsmen and merchants, most of whom lived in the towns. The sixteenth century in Britain saw an increase in trade and commerce, and a growth in the wealth of many of the middle class, including many who bought land from aristocrats and established farming on a commercial basis. Many of these middle-class businesspeople entered parliament and sought to have laws passed that would favour trade and commerce.

From 1642, the English Civil War broke out in Britain between the middle-class parliamentarians and their supporters on the one side, and the king and the aristocracy on the other. King Charles I was deposed and executed in 1649, and parliament ruled without a king for 11 years. When the monarchy was restored in 1660, the new King Charles II had to negotiate with a much more powerful parliament. The victory in the civil war had given a powerful place to the middle class in Britain, and the English Parliament came to strongly represent the interests of the merchants, traders and others involved in running businesses.

Government support for business

Between 1650 and 1673 Parliament passed the Navigation Acts, which required all goods traded between Britain and its colonies to be carried in British ships. There was also stronger enforcement of the Statute of Monopolies of 1623, which protected the rights of inventors to profit from patents on their inventions. By the eighteenth century, an environment that favoured **entrepreneurship** had developed in Britain.

entrepreneurship the act of being an entrepreneur

Scottish philosopher Adam Smith recognised the value of having a government supportive of trade and commerce in his 1776 book *The Wealth of Nations* (see **SOURCE 2**).

SOURCE 2 Adam Smith, *The Wealth of Nations*, 1776

To found a great empire for the sole purpose of raising up a people of customers may at first sight appear a project fit only for a nation of shopkeepers. It is, however, a project altogether unfit for a nation of shopkeepers; but extremely fit for a nation whose government is influenced by shopkeepers.

Entrepreneurship

More and more people saw the advantages of investing in business opportunities. Developments in agriculture encouraged farmers to operate their farms as profit-making businesses. Innovations in the textile industry encouraged investment in larger and larger factories. The increasing demand for iron and coal made investment in larger-scale mining a profitable activity. Much of the progress made during the Industrial Revolution was due to the availability of money through a well-organised banking system, and a willingness of **entrepreneurs** to invest that money in business ventures.

entrepreneur a person who organises a business venture, and assumes the financial risks associated with it, in the hope of making a profit

5.6.2 The importance of banks

Today we are accustomed to banks as places where we deposit our savings and borrow money for a variety of personal and business purposes. A modern industrial economy could not survive without a banking system. In pre-industrial times, production of textiles was a cottage industry and coalmining took place in shallow pits, so little in the way of expensive equipment was needed. The costs of building a factory and equipping it with machinery, or providing steam-driven pumps for a deep-pit coalmine, however, were a very different matter. Anyone wishing to set up these types of businesses needed access to finance, so a well-organised banking system was essential.

SOURCE 3 Adam Smith, whose head has appeared on the British £20 note, believed that entrepreneurship was a significant factor in the creation of wealth.

SOURCE 4 This artwork from the fifteenth century shows an Italian banking house.

Growth of the banking system

Modern banking as we now understand it dates from Renaissance Italy and, in particular, from the wealthy cities of Venice and Florence. The sixteenth and seventeenth centuries in England and Scotland saw the spread of banking practices that were the forerunners of today's modern banks. Before 1546 in England, it was illegal to charge interest on money lent, but the law was changed after that date. This change provided an opportunity for profits to be made from lending money to merchants wishing to set up business ventures.

Goldsmith bankers

Through the sixteenth and seventeenth centuries, many of the activities we now associate with banks were carried out by **goldsmiths**. While their major activity involved working with gold and other precious metals, goldsmiths

goldsmith a craftsman who works with gold and other precious metals

could also provide safe custody for money and other valuables. They also kept quantities of foreign currency that could be exchanged by merchants wishing to travel overseas. By the early eighteenth century, these goldsmith bankers had developed a well-organised network of private banks that were ready to lend money for worthwhile business enterprises.

DID YOU KNOW?

The first banknotes were issued by goldsmiths as receipts for gold held in safekeeping. The Bank of England was established in 1694 to lend money to the government, and in 1708 gained a virtual monopoly over the issuing of banknotes in England.

SOURCE 5 The Bank of England, established in 1694, became the major source of lending for the government. This artwork was created in the nineteenth century.

DISCUSS

French leaders are believed to have used Adam Smith's term 'a nation of shopkeepers' as an insult against the British. How might the qualities of 'a nation of shopkeepers' have contributed to the progress of the Industrial Revolution? Discuss in small groups.

5.6 SKILL ACTIVITY: Questioning and researching

Adam Smith is often described as the father of modern economics and of modern capitalism. But why is that? Use a range of appropriate resources to **research** and **investigate** Smith's ideas and beliefs. Be careful that you **consider** the origin of your information carefully.

As you undertake your **research**, use the following sentence starters to organise your information.

Adam Smith's economic beliefs were:

He reached his conclusions by observing:

The way that Smith's economic theories affected the world included:

His theories are still visible today in:

Adam Smith is significant because:

Finish with a closing statement about why Adam Smith is described as the father of modern economics and of modern capitalism.

5.6 Exercise

learnon

5.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6, 9	7, 8, 10

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Check your understanding

1. **Identify** what is meant by *entrepreneurship*.
   - **A.** Running the Bank of England
   - **B.** Organising and/or investing in business opportunities
   - **C.** Investing with the government
   - **D.** Running for parliament
2. **Identify** why cottage industries were able to survive without access to a modern banking system.
   - **A.** They did not need large amounts of money to run successfully.
   - **B.** The lord of the manor lent them the money.
   - **C.** The lord of the manor paid for all their expenses.
   - **D.** They needed large amounts of money to run successfully.
3. The English Parliament supported business interests during the late seventeenth and early eighteenth centuries with the passing of the Navigation Acts and the enforcement of the Statute of Monopolies. True or false?
4. **Outline** how the middle class in Britain become so powerful by the beginning of the eighteenth century.
5. **Explain** the role of goldsmiths in the development of the banking system.

Apply your understanding

Using historical sources

6. From **SOURCE 2**, **explain** Adam Smith's attitude to the role of the middle class in influencing government decisions.
7. **Examine SOURCE 3**. Identify what is depicted in front of Adam Smith's face on this banknote. **Infer** what this tells us about the importance that many people place on Adam Smith's ideas as an influence on the Industrial Revolution.
8. **Compare** and contrast **SOURCES 4** and **5**. What does the image of the inside of the Bank of England in **SOURCE 5** tell us about the importance of banking in England, when compared to the activities shown in **SOURCE 4**?

Historical perspectives and interpretations

9. **Analyse** the significance of the legalisation of the charging of interest on borrowed money in England.
10. **Determine** how important a successful banking system was as an underlying cause of the Industrial Revolution. **Explain**.

LESSON
5.7 How did new power sources drive the Industrial Revolution?

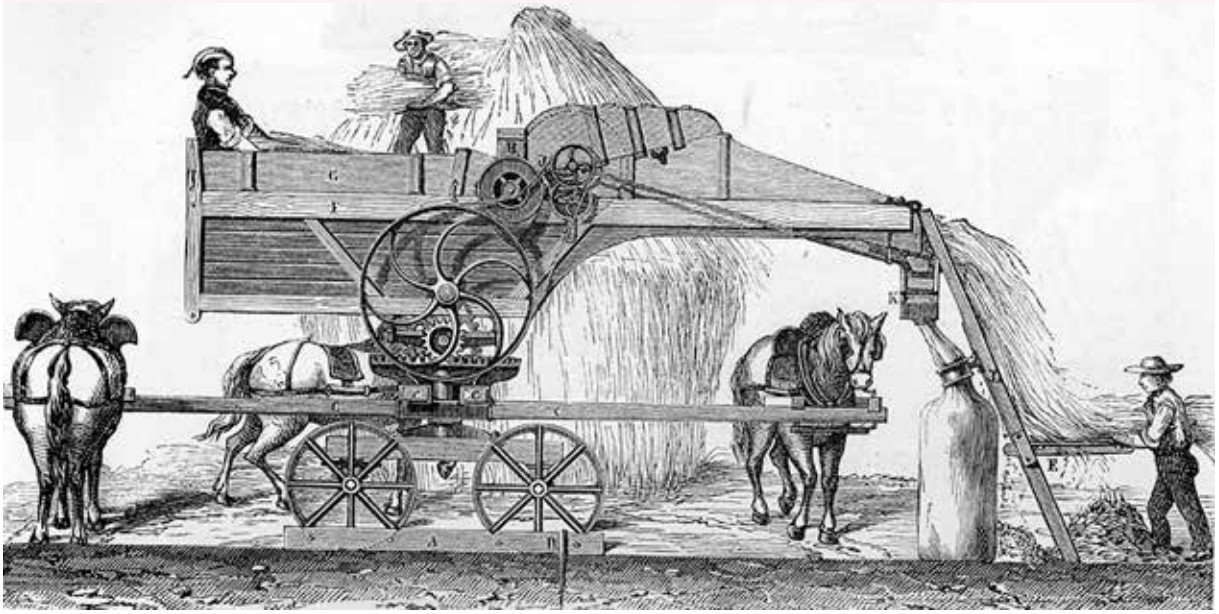
LEARNING INTENTION

By the end of this lesson you should be able to explain the significance of the technology that created the steam engine and describe the impact that engines had on agriculture, industry and transport.

TUNE IN

You've already seen some examples of how machinery was developed to become more efficient. The Rotherham plough, for example, could be pulled by two horses rather than a team of oxen. But it still used muscle power. 'Manpower' and 'horsepower' are well-known terms to describe units of power. Waterwheels and windmills were widely used before the Industrial Revolution, but it was the introduction of steam power that revolutionised the way machinery worked and the way goods and people were transported.

SOURCE 1 Andrew Meikle's threshing machine, shown in this engraving from c. 1850, is an example of a horse-powered machine.



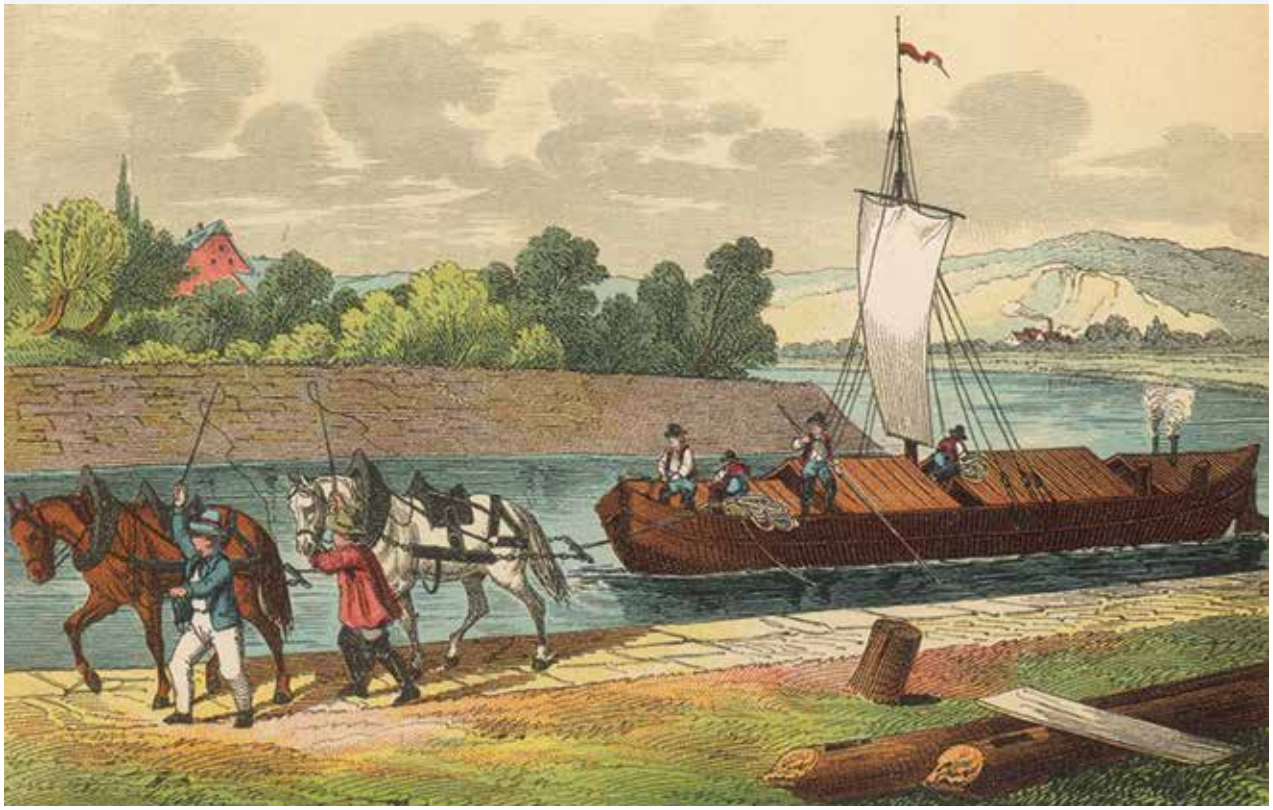
SOURCE 1 shows a horse-powered machine.

1. What limitations do you think a machine like this might suffer from?
2. What potential might there be if it could be powered by steam?

5.7.1 Horsepower in agriculture and mining

Despite the agricultural and industrial changes of the eighteenth and nineteenth centuries, there was still a continuing reliance on horses as a source of power. For example, Andrew Meikle's horse-powered threshing machine, invented in 1784, was used to separate grain from the stalks and husks of the wheat (see **SOURCE 1**). Small ponies, known as pit ponies, were used to haul carts full of coal in underground coalmines. Canal boats or barges used to move goods were hauled along by horses walking along tow-paths on the canal bank (see **SOURCE 2**).

SOURCE 2 Barges were towed along canals by horses as shown in this c. 1880 artwork.



5.7.2 Water power

Water power had been used in England since ancient Roman times. A water wheel with blades or buckets around its rim would be driven by flowing water from a stream or river (see **SOURCES 3** and **4**). The power generated by the turning water wheel was used to mill grain into flour.

Early sawmills used water wheels to power large circular saws. Many of the first textile mills in England were powered by water, with the force of the water sufficient to drive machines in multistorey factory buildings.

SOURCE 3 A medieval flour mill with water wheel

SOURCE 4 Early cotton mills were built next to rivers to make use of the water flow for power.

5.7.3 Wind power

Like water power, wind power had been used in England for centuries. The wind had been used to drive ships since ancient times, and sailing ships were the standard form of sea transport until the mid-nineteenth century. Windmills were introduced to England in the twelfth century. They were used primarily for milling grain to make flour, and later to drive pumps to drain surplus water from marshlands.

SOURCE 5 This sixteenth-century English windmill was used to mill grain into flour.

5.7.4 Steam power

One of the most significant and iconic advances of the Industrial Revolution was the development of steam power. While the potential of using steam to provide power had been known for centuries, the first practical steam engine was the 'atmospheric engine' developed by Thomas Newcomen in 1712 (see **SOURCE 6**). This machine used steam to drive a piston, which powered a large horizontal beam. The Newcomen atmospheric engine was used primarily to pump surplus water out of underground mines, particularly coalmines.

Steam power in coalmines

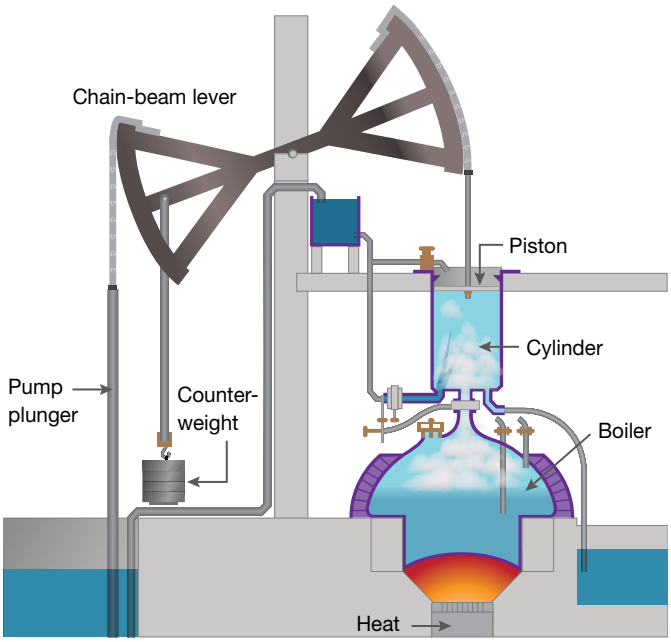
tlvd-10739

The Newcomen engine was a huge step forward because it allowed underground coalmines to be sunk to greater depths. The inability to remove excess water had always been one of the barriers to deep-pit mining, and so had restricted the amount and quality of coal that could be extracted (see lesson 5.10). The coalmining industry really took off from the mid-eighteenth century. As the Industrial Revolution gathered pace, coal would prove to be a very important fuel.

James Watt's steam engine

The next big step forward was James Watt's steam engine, developed around 1769. Watt produced an engine that had a separate compartment for cooling the steam back to water, after it had been used to drive a piston. Instead of driving a large beam, Watt's steam engine powered a large flywheel, so it could provide the same type of continuous power that had previously been possible only with a water wheel. This meant the steam engine sold

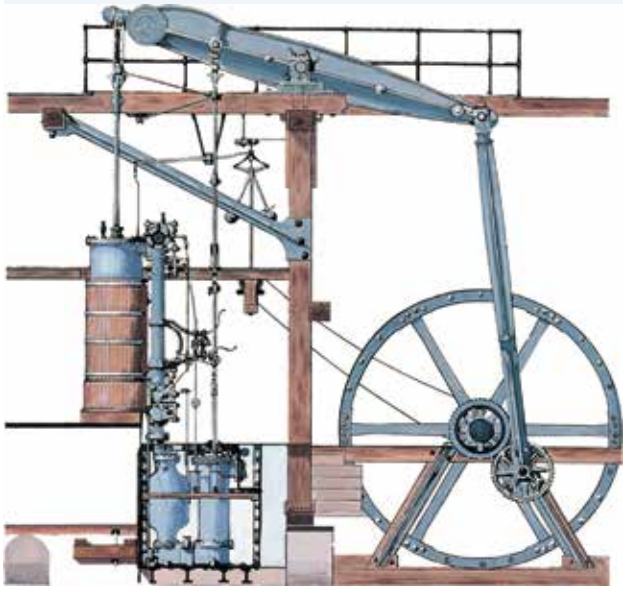
SOURCE 6 The Newcomen steam engine drove a large beam that worked a pump to remove water from underground mines.



by Watt and his partner, Matthew Boulton, could be used to power many different types of machinery (see **SOURCE 7**).

The development of the steam engine was to be a pivotal event in the Industrial Revolution. Steam engines were able to power larger and larger machines, which in turn led to bigger factories (see **SOURCE 8**). Their successful use in coalmines saw coal replace wood as the major fuel source. Steam was to revolutionise both land and sea transport in the nineteenth century as railways and steam-driven ships came into use.

SOURCE 7 The Boulton and Watt steam engine drove a large wheel that could be used to power many different types of machines.



SOURCE 8 Artwork of factories in the English city of Manchester, c. 1840

5.7.5 Transforming the textile industry

Historians generally agree that it was the textile industry, and particularly the cotton industry, that was the main driver of the Industrial Revolution. During the second half of the eighteenth century the production of cotton textiles changed from being a **cottage industry** to a factory-based enterprise.

Textile production had been an important part of the English economy for centuries, but the emphasis was mainly on woollen goods. Cotton cloth was produced only in small quantities, as English cotton producers could not compete in quality or price with imported cloth from India. Until the eighteenth century, textile production was a cottage industry, carried out by farmers and agricultural workers in their homes after normal working hours. Children would clean and prepare the raw fibres, women would spin the yarn, and men would weave the cloth. Raw wool was sourced from English sheep, while raw cotton came largely from the West Indies, the eastern Mediterranean area and America, where it was grown by slaves (see topic 6).

Raw fibre was delivered to villages by merchants, who later collected the finished products and paid the villagers for their work. The traditional textile production steps of **carding**, **spinning** and weaving are described in **SOURCES 9, 10 and 11**.

The period after the 1750s saw a greater demand for cotton products. This was due to an increased foreign market for cotton goods, particularly in Europe, and increases in population and domestic incomes. With the domestic industry no longer able to meet this demand, inventors began to develop spinning and weaving machines to improve both the quantity and quality of cloth produced.

cottage industry small-scale manufacturing in which raw materials are processed in workers' homes

carding the process of untangling and straightening raw wool or cotton fibres

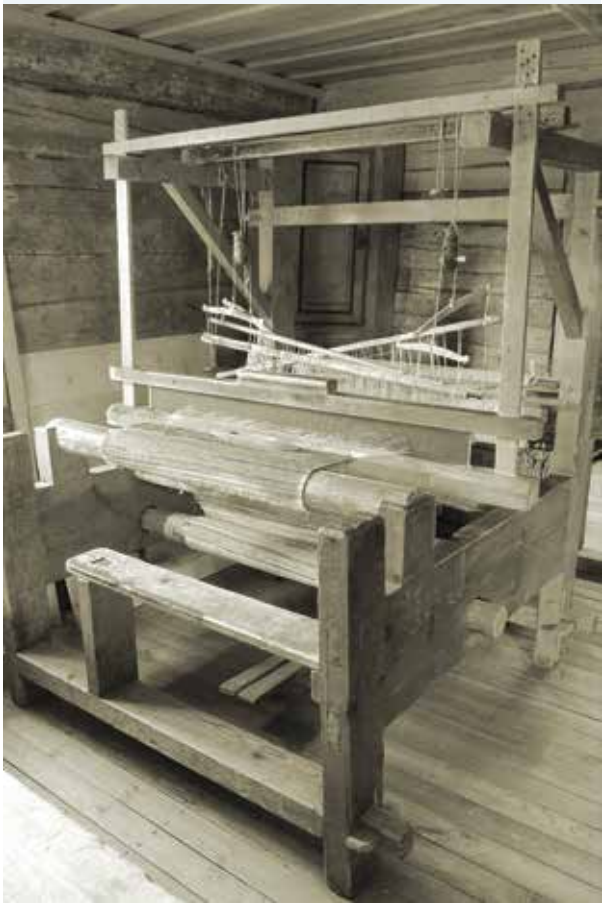
spinning the twisting of carded fibres into lengths of continuous thread or yarn

int-6680

SOURCE 9 Traditional textile production step 1: The rough fibres were first manually carded, using two hand-held paddles to untangle and straighten the fibres.

SOURCE 10 Traditional textile production step 2: The fibres were spun into thread using a spinning wheel.

SOURCE 11 Traditional textile production step 3: The thread could then be woven into cloth on a hand loom, by passing a shuttle carrying a thread (known as the **weft**) horizontally through fixed vertical threads (known as the **warp**).

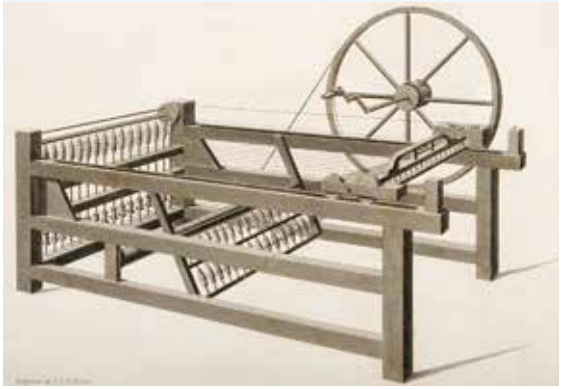


Spinners and weavers

Traditionally, one weaver required three or four spinners to provide enough yarn for the loom. Patented in 1733, John Kay's flying shuttle (see **SOURCE 12**) made weaving more efficient, and it could then take the output of up to a dozen spinners to supply the necessary yarn for one weaver. As the flying shuttle came to be used more widely during and after the 1750s, it became clear that a more efficient method of spinning was needed. The development of the spinning jenny in the 1760s responded to this need (see **SOURCE 13**). Early models could spin eight spindles of yarn simultaneously, and later models were able to hold more than 100 spindles at one time.

SOURCE 12 Innovation in the textile industry, 1733: John Kay invented the flying shuttle, which allowed weaving to be performed more quickly.

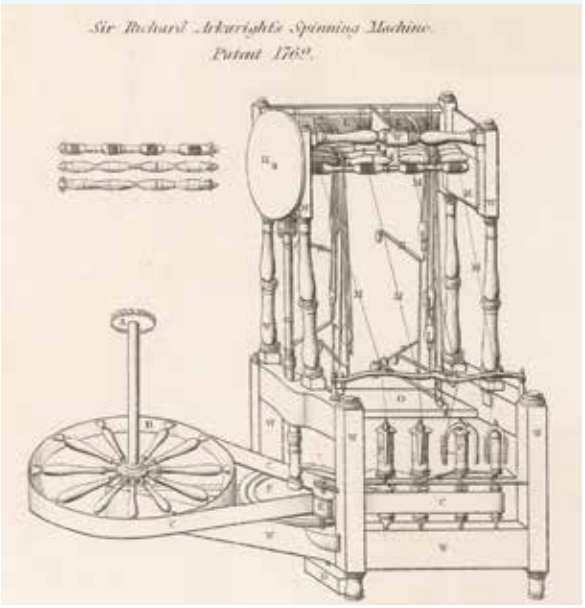
SOURCE 13 Innovation in the textile industry, 1764: John Hargraves developed the spinning jenny, which could spin multiple threads simultaneously.



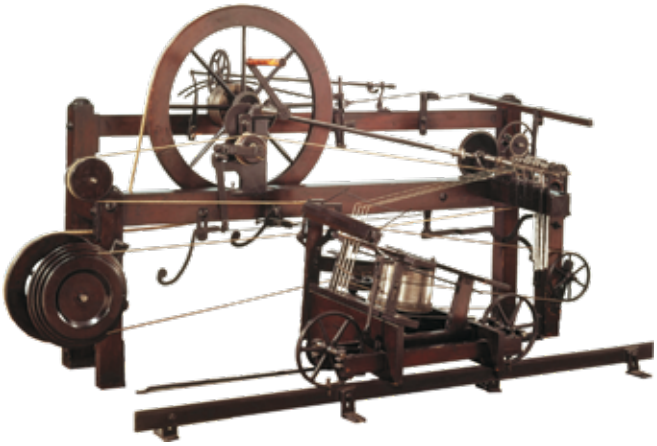
The move to factory production

The new spinning and weaving machines outgrew the cottages of spinners and weavers. Larger buildings were needed to house them, and textile production began to be moved into specialised factories, known as cotton mills. By the 1780s all stages of textile manufacture were becoming centralised in mills, particularly in the growing towns of Lancashire in northern England. **SOURCES 12–16** show the progress made in the textile industry over 50 years.

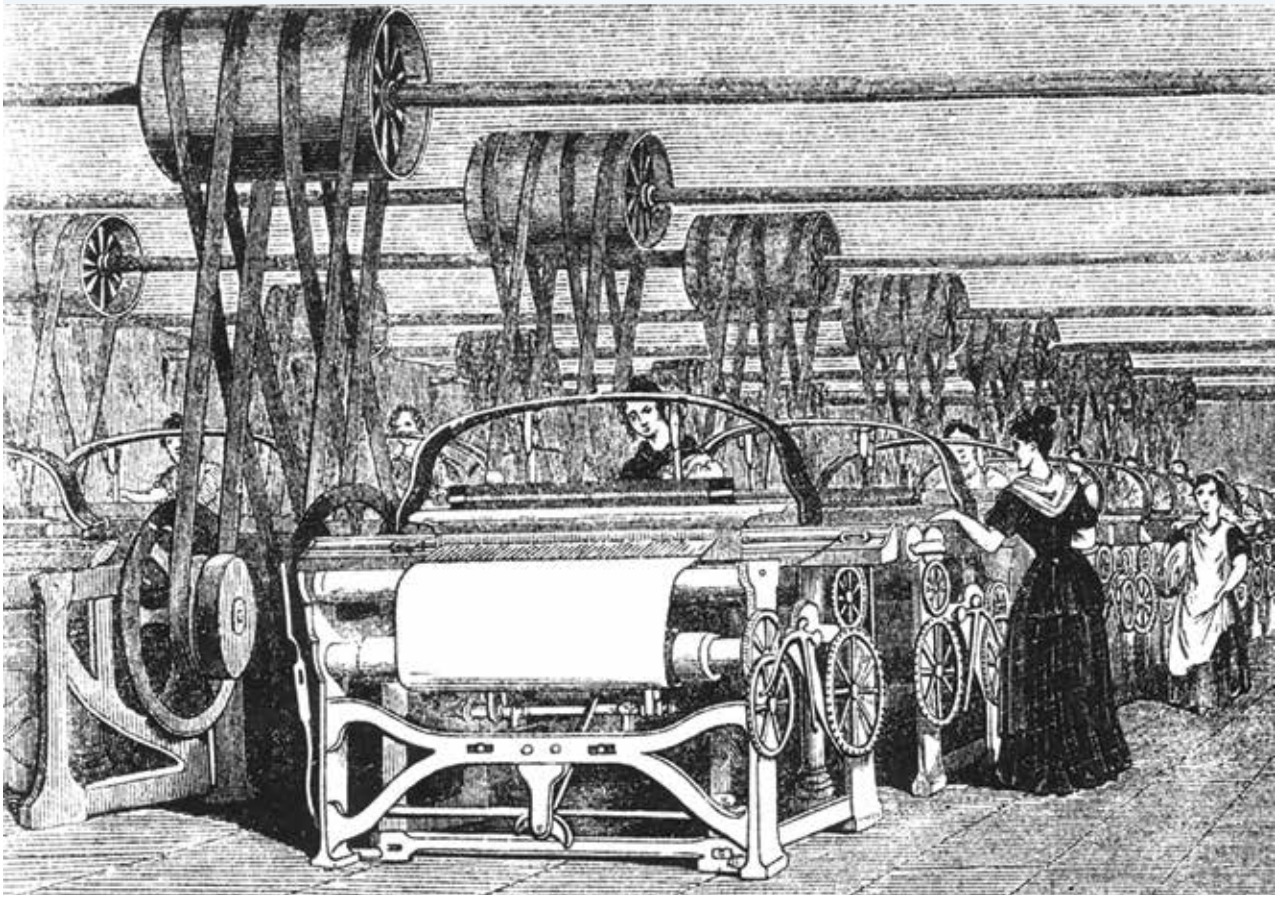
SOURCE 14 Innovation in the textile industry, 1769: James Arkwright patented the water frame, a spinning machine powered by running water. Similar machines were later powered by steam.



SOURCE 15 Innovation in the textile industry, 1779: Samuel Crompton invented the spinning mule, which improved the spinning process to produce better quality thread.



SOURCE 16 Innovation in the textile industry, 1780s: Textile production began to be centralised in factories. Initially they were built close to rivers to draw on water power, but eventually this became unnecessary as steam power was adopted. Edmund Cartwright developed the power loom, shown in this artwork from c. 1844, which mechanised the weaving process.



DID YOU KNOW?

The first large textile factories in England were located in and around the city of Manchester. The term *manchester* is still used in Australia today to describe household cotton-based items such as bed linen, tablecloths and towels.

on Resources

Interactivity Innovation in the textile industry (int-6681)

5.7 SKILL ACTIVITY: Communicating

Your task is to **compile** an annotated visual presentation that demonstrates your understanding of the changes that occurred as new power sources were developed during the early years of the Industrial Revolution.

Step 1: Copy or save the visual sources in this lesson to a file where they can be easily accessed. You can print them so you can easily move them around, or use an appropriate program or app that allows you to drag them easily.

Step 2: Think about how the sources relate to each other. You should **consider** the following questions:

- Were some impossible without the development of others?
- Did some become obsolete over time?
- Were some improvements over others?
- Did some of them hasten the move away from cottage industries?
- Did they use new forms of power?

Step 3: Arrange the sources in a way that you can connect them with a short explanation of one or two sentences based on your responses in step 2. They don't need to all connect to each other — that would become a bit too chaotic on your page! But you should be able to put together what might resemble a 'family tree' of the developments of power sources during the Industrial Revolution that will help you understand the patterns of change that occurred.

Step 4: **Compare** your presentation with your classmates. Have others come to similar conclusions? Do you think there is a 'right' answer?

5.7 Exercise

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5.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 6, 7, 8, 10	5, 9

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Check your understanding

1. **Select** three options below that are examples of the use of animals as a source of power that continued even after the agricultural and industrial changes of the eighteenth century.
   - **A.** To haul coal in mines
   - **B.** Horse-riding competitions
   - **C.** To power machinery
   - **D.** To haul barges along canals
2. Fill in the gaps to **explain** how water was traditionally used to provide power.
   The water wheel had _____ or buckets around its rim. It was driven by _____ water from a stream or _____. The power generated _____ grain into _____ and powered early _____.
3. **Select** two uses of wind power in traditional pre-industrial society.
   - **A.** Water mills
   - **B.** Windmills
   - **C.** Sailing ships
   - **D.** Steamships
4. **Explain** two factors that led to an increased demand for cotton products by the 1750s.
5. **Identify** why it become necessary to move away from cottage textile production to factory production.

Apply your understanding

Using historical sources

6. What does **SOURCE 4** tell us about the limitations of water power as a means of driving factory machines?
7. **Explain** what **SOURCE 8** tells us about the main form of power in Manchester, England, by the middle of the nineteenth century.
8. The early years of the Industrial Revolution did not rely on new forms of power, but made innovative use of traditional forms of power. **Outline** two examples where this was the case.
9. What is happening in **SOURCE 9**? Which members of the family would carry out this task?

Historical perspectives and interpretations

10. Many historians claim that the Industrial Revolution did not really take off until steam power was widely used. **Identify** and **explain** three major contributions that steam power made to the Industrial Revolution.

LESSON
5.8 Why was coal and iron so vital?

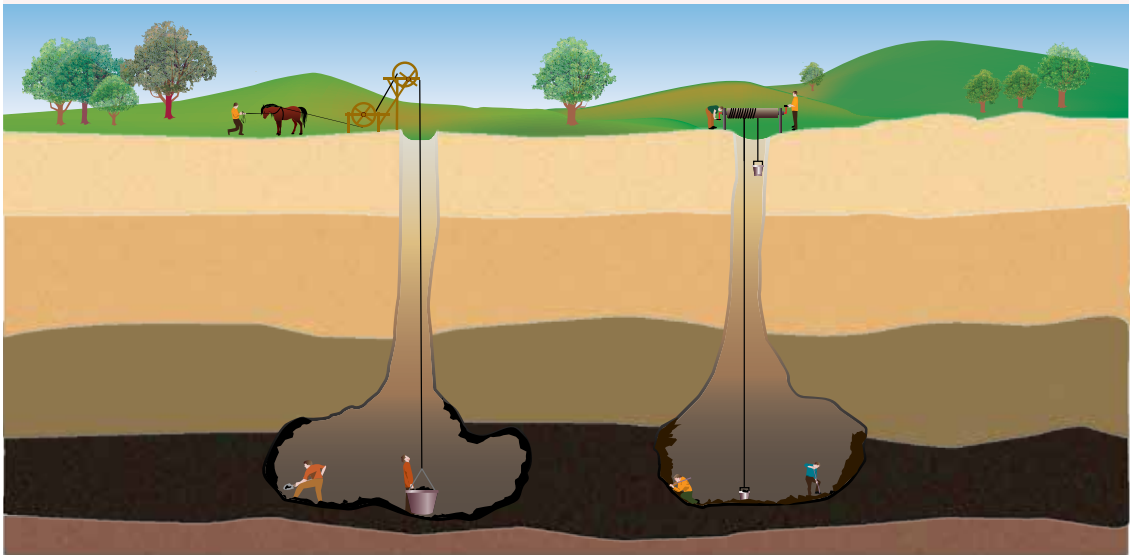
LEARNING INTENTION

By the end of this lesson you should be able to explain why coal and iron helped support the immense scale of the Industrial Revolution.

TUNE IN

Coalmines today are a honeycomb of tunnels and pits that can be dug many hundreds of metres underground. This is much deeper than the mines pictured in **SOURCE 1**. The use of deeper mines during the Industrial Revolution allowed more coal to be accessed. More coal allowed more power to be generated, because for a similar weight coal burns longer and hotter than wood.

SOURCE 1 Coalmining was traditionally carried out in shallow bell pits.



1. As coal was able to be accessed more easily, what do you think happened to its price?
2. What would have been a secondary factor subsequent to that?
3. What would that have meant for homes that needed heat and factories that needed power?

5.8.1 Coalmining

The progress of the Industrial Revolution was assisted by the increased use of coal, a more efficient fuel than wood and charcoal. Also, improvements in the production of iron and steel resulted in metals that were stronger and cheaper to produce and could be applied to a wider variety of uses.

Coal is a much more efficient fuel than wood; that is, a given weight of coal will burn for longer and provide greater heat than a similar weight of wood. Britain had a very rich supply of coal, but traditional coalmining practice allowed only the extraction of coal from shallow **bell pits** (see **SOURCE 1**). This meant that coal was not widely available and was therefore more expensive than wood. Deep-pit mining could not be pursued because of the amount of water that would flood the shafts. Pumping out surplus water from mines with the use of steam-driven pumps (see lesson 5.7) made coal more readily available and cheaper to mine. This coal could be used as fuel for the steam engines that would come into more widespread use as the Industrial Revolution progressed.

bell pit a traditional form of coalmining in which a shaft is dug down to a seam of coal and then excavated outwards, with the coal raised to the surface using a winch and buckets

5.8.2 Developments in iron production

Methods of producing iron had been known throughout Europe since ancient times. To produce iron that could be used for tools, weapons and other implements, iron ore extracted from the ground had to have various impurities removed. This was achieved by a process known as smelting, in which heat was applied to the ore in a **blast furnace**. For centuries the source of heat for English blast furnaces had been charcoal, obtained by the heating and partial burning of wood. The product of the blast furnaces was known as **pig iron**.

DID YOU KNOW?

Pig iron was so called because of the method of casting molten iron from blast furnaces into moulds. These moulds were laid in a row in a bed of sand, and fed the molten iron from a common channel. The process was said to resemble a litter of piglets being fed by a mother sow, so the iron at this stage was called 'pig iron'.

Burning coke in blast furnaces

The growth in coal production meant that coal became more widely available for use in the smelting process, but impurities in the coal tended to contaminate the iron, compromising its quality.

During the seventeenth century, methods of burning out the impurities in coal to produce **coke** were improved. In 1709 Abraham Darby developed a blast furnace that burned coke to produce iron of a superior quality. The use of coke also allowed the construction of larger blast furnaces capable of producing greater quantities of pig iron.

blast furnace a type of furnace into which air is forced to raise the temperature sufficiently to carry out the smelting of iron ore

pig iron the initial product resulting from the smelting of iron ore in a blast furnace

coke a type of fuel produced by using heat to remove impurities such as coal gas and tar from coal

SOURCE 2 The Iron Bridge in Shropshire, England, built by the grandson of Abraham Darby, is an example of late eighteenth-century iron construction.

Henry Cort and 'puddling'

Although pig iron had many uses, it was brittle because it contained carbon. In 1783 Henry Cort developed a method of reducing the carbon content of pig iron through a process known as 'puddling'. This resulted in a product that was stronger and could be bent, rolled or cast into many different shapes. High-quality iron could now be used for making machinery, boilers for steam-driven engines, and a huge variety of tools and implements, as well as bridges and the framework for buildings.

As iron production methods improved, quantities increased and large-scale production made good-quality iron cheaper. By 1850 Britain was producing more than 70 times as much iron as it had in 1760 (see **SOURCE 3**).

SOURCE 3 British pig iron production, 1760–1850

Year	Tons
1760	30 000
1785	50 000
1796	125 000
1806	244 000
1823	455 000
1830	677 000
1840	1 400 000
1850	2 200 000

Source: P. Riden, 'The output of the British iron industry before 1870', in *Economic History Review*, 2nd series, pp. 443, 448, 455.

5.8 SKILL ACTIVITY: Communicating

'The Industrial Revolution helped to increase coal and steel production.'

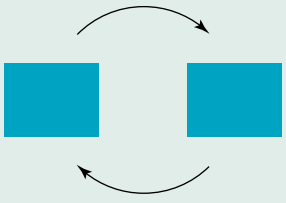
'Increasing coal and steel production helped fuel the Industrial Revolution.'

Your task is to imagine how both these statements could be true, despite them sounding very different.

Step 1: **Consider** the new technologies that affected the following:
- accessibility of coal
- production of stronger iron
- amount of iron that could be produced.

Step 2: **Consider** the effects of iron and coal on the following:
- cost of raw materials to build infrastructure — blast furnaces, bridges etc.
- quality of raw materials to build infrastructure.

Step 3: **Create** a diagram similar to the one below. Write the two quotes in the two textboxes and **annotate** the arrows using your thoughts from steps 1 and 2 to explain how each statement could be a cause of the other.



Step 4: **Synthesise** your thoughts to answer the question, 'How was the Industrial Revolution a cycle of cause and effect?'

5.8 Exercise

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5.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 5	4, 6, 7	8, 9, 10

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Check your understanding

1. Why was coal a preferable fuel to the burning of wood?
   - A. It was less efficient.
   - B. It was more efficient.
   - C. It was more plentiful.
   - D. It was less plentiful.
2. Pig iron and coal had been used as the traditional source of heat for English blast furnaces. True or false?
3. In what way did Henry Cort's process of puddling improve the production of iron? **Select** all options that apply.
   - A. It greatly increased the carbon content of iron.
   - B. It greatly reduced the carbon content of iron.
   - C. It made it more flexible.
   - D. It could be rolled or bent.
4. **Identify** the problem that Abraham Darby was able to solve and explain his solution.

Apply your understanding

Communicating

5. **Describe** how coal was extracted from the bell pits depicted in **SOURCE 1**.
6. **Explain** how this method of mining limited the use of coal before the eighteenth century.
7. The Iron Bridge shown in **SOURCE 2** was opened in the 1780s. **Explain** why such a bridge would not have been practical before this time.

Using historical sources

8. Use the information in **SOURCE 3** to **create** a line graph. Make sure you keep both the X and Y axes to scale.
9. Would it have been possible to increase the quantities and improve the quality of iron products if coalmining techniques had not also improved at around the same time? **Justify** your answer.
10. **Evaluate** in what ways the figures in **SOURCE 3 suggest** that a revolutionary change occurred in Britain between 1760 and 1850.

LESSON
5.9 How did transport drive the Industrial Revolution?

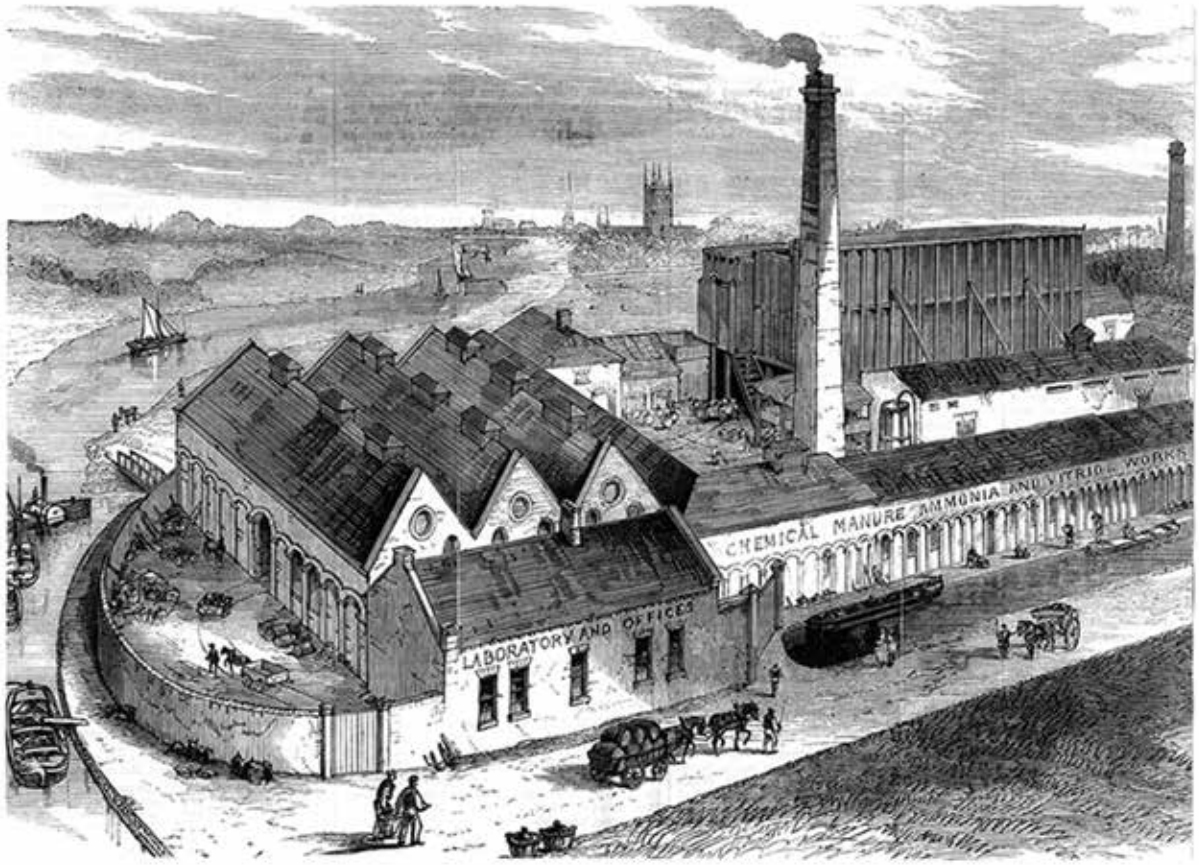
LEARNING INTENTION

By the end of this lesson you should be able to explain the revolutionary changes that occurred to transport during the Industrial Revolution.

TUNE IN

It was all very well for factories to produce goods and to do it more cost effectively as technology developed and improved. But it would have all been for nothing if raw materials couldn't be brought to the factory or goods couldn't be taken to their markets.

SOURCE 1 A factory needed access to efficient means of transport to bring in raw materials and send out finished products.



1. Why did new methods of power mean that factories might need to be close to water?
2. What methods of transport are available to the factory in **SOURCE 1**?
3. How do those methods of transport reflect both old and new technologies of the Industrial Revolution?

5.9.1 The importance of transport

As new technologies were transforming agriculture, the textile industry and mining, the Industrial Revolution also brought great changes in the field of transport. Rapid improvements in methods of transport greatly increased the availability of the raw materials needed to feed the new factories. They also allowed the rapid distribution of finished products to larger numbers of customers.

In pre-industrial times, most goods were produced in small quantities by local producers to suit local needs. Industrialisation often meant that production moved away from local supplies and local markets. If a factory relied on water power, it had to be located next to a fast-flowing river. If it relied on steam power, proximity to coal and water supplies would be necessary. Factories were not producing just for the local market. They needed reliable means of transporting large quantities of raw materials to the factory and finished products away from the factory.

5.9.2 Canals

Transportation of goods by water had always been important in the island nation of Britain. With a large number of navigable rivers, coastal and river shipping had been widely used for centuries. Most roads were still no more than muddy tracks and horse-drawn carts could carry only small loads without getting bogged. Much larger loads could be transported on boats and barges, so rivers and canals were one answer to transporting the products of industrialisation. The first major canals of the Industrial Revolution were built to transport coal from the Lancashire coalfields to newly developing industrial cities. Alongside each canal was a tow-path on which the horse towing a barge would walk (see lesson 5.7). One horse could tow a barge carrying ten times the weight that could be loaded onto a cart.

SOURCE 2 Canals are still used widely in England and the United Kingdom today, however they are now mainly used for leisure.

‘Canal mania’

The canals were privately owned, so those who built them were able to charge a fee to anyone wishing to transport goods on them. This meant they paid for themselves within a few years of being built and were soon making a profit for their owners. Even with the fees paid to canal owners, transporting coal by canal was considerably cheaper than transporting by road. In a few years, the price of coal in cities like Liverpool and Manchester had halved, making steam power even more economical. The financial success of the Sankey and Bridgewater canals inspired many others to invest in canal building, and the next 50 years saw a period of ‘canal mania’. In the 30 years to 1815 more than 3000 kilometres of canals were built across England to carry raw materials to factories and finished products away to markets.

SOURCE 3 Canals became the major method of transporting goods to and from factories.

5.9.3 Roads

Before the eighteenth century, every man in a village was expected to provide his labour free of charge for a certain number of days each year to maintain local roads. Major roads between large towns and cities received little maintenance and were often in a very poor state of repair. In the late seventeenth century, local magistrates were given the power to charge tolls on the use of main roads to provide funds for maintenance.

SOURCE 4 Main roads were often in a poor state of repair, as shown in this artwork from c. 1824.

Turnpike trusts

From 1707 onwards, groups of nominated **trustees** were given the power to collect these tolls and supervise road maintenance. These toll roads were known as **turnpikes**, and the groups of trustees called **turnpike trusts**. By the 1750s most of the main roads leading to London had been converted to turnpikes. By the 1830s more than 30 000 kilometres of turnpikes connected most of the major cities in England, Wales and Scotland. The quality of roads between major cities improved dramatically during this time, although the less important roads remained in a poor state. Eventually the railways took business away from the turnpikes, rendering them unprofitable, and road maintenance became the responsibility of local councils.

trustee an individual or group appointed to manage property on behalf of another person or organisation

turnpike a type of toll road

turnpike trusts organisations established by parliament with the power to collect tolls on particular roads, and use the money to pay for maintenance of those roads

aud-0509

SOURCE 5 Extracts from the toll sign at Aberystwyth turnpike in Wales. The symbol for pennies was 'd' in England. A 'd' was used since Roman times because the Roman word for 'coin' was 'denarius'.

RATE OF TOLL TO BE TAKEN AT THIS GATE

For every Horse or other Beast drawing any Coach, Chariot, Berlin, Landau, Landaulet, Barouche, Chaise, Phaeton, Vis-a-vis, Calash, Curricle, Car, Chair, Gig, Hearse, Caravan, Litter, or any such like Carriage — 6 d [pence]

For every Horse or other Beast except Asses drawing any Waggon, Wain, Cart, or other such like Carriage — 4 d.

For every Ass drawing any Cart, Carriage, or other Vehicle — 2 d

For every Horse or Mule, laden or unladen, and not drawing — 1½ d

For every Ass, laden or unladen, and not drawing — 1 d

EXEMPTION FROM TOLLS

Horses or Carriages attending her Majesty, or any of the Royal Family, or returning therefrom; Horses or Carriages employed for the repairs of any Turnpike Roads, Highways or Bridges; Horses or Carriages employed in conveying Manure (save Lime) for improving Lands ...

5.9.4 Railways

One of the biggest advances in transport came with the growth of the railways. This development came as a result of applying steam engines to tramway systems. In coal and iron ore mines, horses were used to draw wagons out of the mines along tracks. By the beginning of the nineteenth century steam technology had developed sufficiently for experiments to begin in the use of steam to drive moving vehicles. The first locomotives were used to haul trucks loaded with coal from mines. These inspired the engineer George Stephenson to promote the use of steam locomotives to haul a wide variety of goods, as well as passengers.

The first successful railways

The first public railway was opened in north-east England in 1825. Designed to carry coal from mines near Darlington to the port of Stockton, it employed George Stephenson's 'Locomotion No. 1' locomotive. Before long, the owners expanded its activities to provide a passenger service with a regular timetable.

SOURCE 6 Steam locomotives were first used to haul trucks from coalmines, as shown in this nineteenth-century artwork.

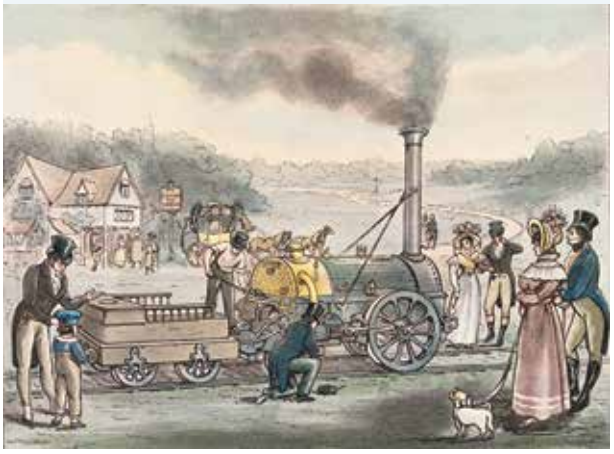
In the meantime, Stephenson and his son Robert were contracted to build a railway line between Manchester, the largest textile-producing city, and Liverpool, a major port almost 60 kilometres away. Opened in 1830, the line was constructed as a double track to allow trains to travel in both directions. It was designed to bring imported raw materials to Manchester and to return completed goods to Liverpool for export. Stephenson's latest locomotive, the 'Rocket', was used to haul both goods and passengers between the two cities. The line was a huge financial success and became the model for a succession of railways that were soon constructed throughout Britain.

The railways expand

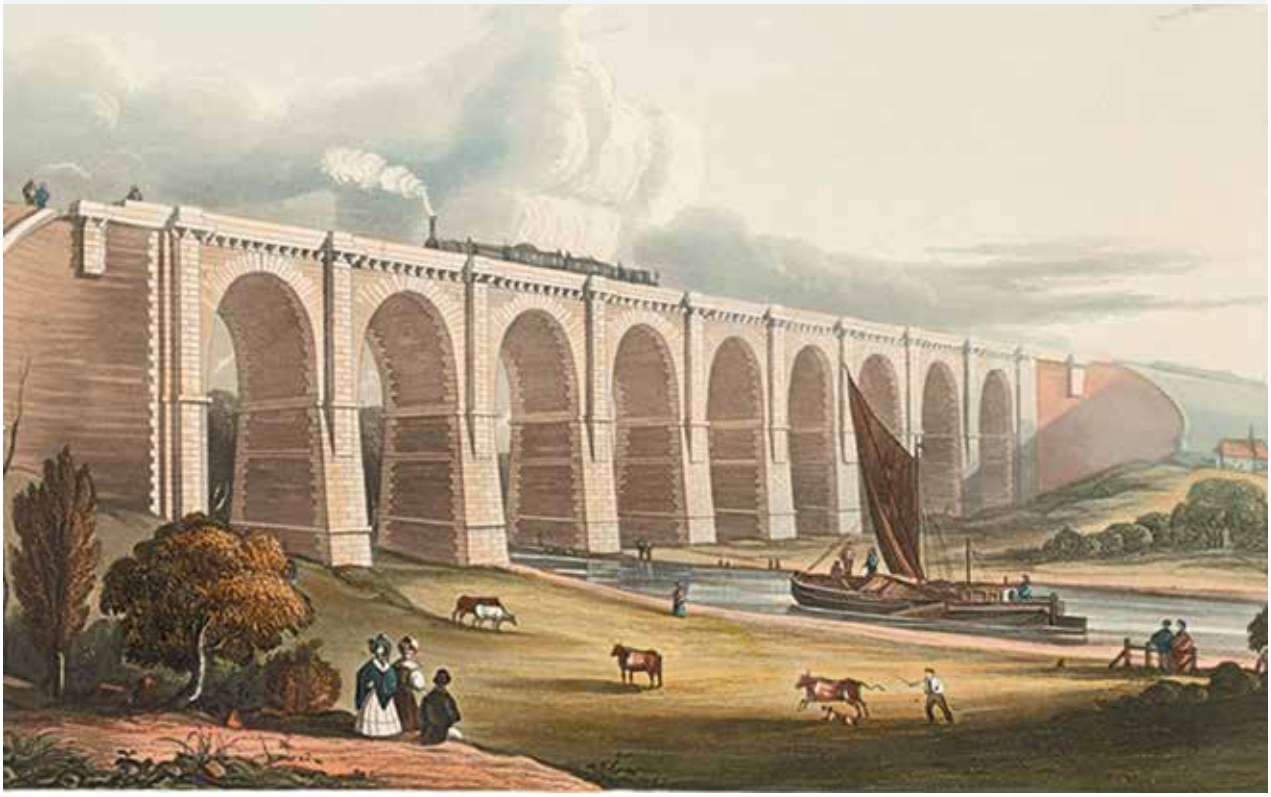
The growing demand for fast, efficient transport for both raw materials and the products of industrialisation led to a rapid expansion in railway construction. The following 20 years saw huge growth in the rail network. By 1852 there were more than 10 000 kilometres of track in Britain. Lines extended from London to the coast of Wales and north to Glasgow and Edinburgh in Scotland. The industrialised north and Midlands of England were serviced by extensive rail networks, transporting both passengers and a huge variety of goods.

SOURCE 7 Stephenson's *Locomotion No. 1* is now on display at the Darlington Railway Museum.

SOURCE 8 Stephenson's *Rocket*, shown in this 1894 illustration, was first used on the very successful Manchester to Liverpool line.



SOURCE 9 The march of progress! In the 1830s, a railway bridge was built over the original Sankey Canal. This artwork was published in 1831.



5.9.5 Developments in shipping

Until the late eighteenth century, all ships were built of timber and powered by sail. The Industrial Revolution brought two major changes to shipping. Advances in the processing of iron led to the development of iron hulls for ships. The strength this gave the hull allowed the building of larger ships able to carry more cargo. The second change was the application of steam power to shipping.

The age of the clippers

Despite the development of steam power, square-rigged sailing ships continued to be widely used until the 1870s. Built for speed, these ships were said to travel at a 'good clip' (or speed), and were therefore known as clippers. They generally had iron hulls and were able to compete with steam-driven ships because they were much faster than the early steamships and did not need to use valuable cargo space to carry coal for fuel. Clippers were used extensively from the 1840s until the 1870s for trade between Britain and British colonies.

SOURCE 10 Clippers such as the *Cutty Sark*, shown in this twentieth-century artwork, could transport goods more quickly than many steamships of the time.

DID YOU KNOW?

The owners and crews of clipper ships were very proud of the speeds their ships could achieve and regularly set out to break new records. The fastest time recorded for a clipper to sail from Plymouth in England to Sydney, New South Wales, a distance of 22 130 km, was recorded by the *Cutty Sark*, which completed the journey in 72 days. The ships of the First Fleet took around 250 days to complete the same voyage in 1787–88.

Steam power

The first steam-driven ships were paddle steamers, either with one large rear-mounted paddle, or with paddles mounted on either side of the hull. While these proved effective for travel in rivers and for coastal use, paddle-driven ships were not really suitable for ocean travel. It was not until the development of the screw propeller in the 1840s that large ocean-going steamships began to dominate sea travel, both for freight and passenger travel.

5.9 SKILL ACTIVITY: Communicating

Using the information in this lesson, your task is to arrange key developments that occurred in road, canal, rail and shipping transport between 1700 and 1860. You can then **identify** the consequences of each development.

Step 1: **Identify** and **create** a timeline of the main developments in transport. Arrange them in your book or using an appropriate program or app and label the key feature of each development; for example, 'speed of transport was increased' or 'more goods could be transported more easily'.

Step 2: **Consider** the consequence that each development would have on the following:

- cost of raw materials
- cost of production of manufactured goods
- price of manufactured goods to the public.

Use two different colours (or another way of defining different ideas), one for 'consequences for individuals and the community' and another for 'consequences for investors and factories'.

Step 3: **Decide** on a historical argument or contention that could be supported by the evidence you have considered.

- Did the improvements in transport only benefit factory owners?
- Did the improvements in transport ultimately help the community?
- How would you use your findings to convey your argument in a concise and clear way?

5.9 Exercise

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5.9 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 5	4, 7, 9	6, 8, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. Why were reliable methods of transport more important to the process of industrialisation than they had been in pre-industrial society?
   - **A.** To transport finished goods to their local and overseas markets
   - **B.** To transport raw materials to the factories
   - **C.** To transport people around Britain
   - **D.** To transport workers to the factories
2. The use of a barge towed by a horse on a canal was more economical than a loaded cart pulled by a horse. True or false?
3. Complete the following paragraph to **identify** the two main changes to shipping that resulted from the Industrial Revolution.
   Advances in the processing of iron led to the development of _____ for ships. The strength this gave the hull allowed the building of _____ ships able to carry _____ cargo. The second change was the application of _____ to shipping.
4. **Explain** how the construction of railways revolutionised transport in Britain between 1830 and 1852.
5. **Describe** what turnpike trusts were and how were they able to improve road transport.

Apply your understanding

Using historical sources

6. **Explain** the likely location of the scene shown in **SOURCE 3**. What do you think would be the function of the building on the right side of the painting? **Justify** your answer.
7. What message was the artist who produced **SOURCE 4** attempting to convey?
8. **Investigate** what **SOURCE 8** tells us about the possible future use of rail transport in the period after 1830, when **compared** with **SOURCES 6** and **7**.
9. **Explain** why it is appropriate to label **SOURCE 9** 'the march of progress'.

Communicating

10. While initially designed to carry goods, railways soon began carrying passengers and were able to do so at a relatively cheap fare. **Predict** what impact this might have had on ordinary people and their families.

LESSON
5.10 How was the Industrial Revolution 'exported' around the world?

LEARNING INTENTION

By the end of this lesson you should be able to describe how industrialisation spread from Britain and identify examples of how this influenced the development of the modern world.

TUNE IN

SOURCE 1 shows industrialisation well underway in Germany. That means the need for more raw materials, more markets and the desire for larger empires. This could likely result in competition between different countries for access to different regions around the world.

1. What do you think could be a result of that competition?
2. Is competition always friendly?

SOURCE 1 Coloured lithograph, created in 1856, showing German iron smelting. Germany was to become Europe's largest iron and steel producer by 1900.

5.10.1 Industrialisation in Europe

As the first country to experience industrialisation, Britain led the world in factory production and the mechanisation of transport and agriculture.

By 1850 Britain had become the most dominant industrial power in the world. It produced more than half the world's textile products, 80 per cent of its coal and close to half of its iron. Other countries turned to British engineers to build their railways and imported British machinery to set up their own factories. British steam engines were the biggest and most powerful and were exported to all parts of the world.

With the end of the **Napoleonic Wars** in Europe in 1815, Britain and the continent of Europe were once again free to exchange ideas and trade. The new industrial methods that had been pioneered in Britain were quickly taken up in other countries.

Napoleonic Wars a series of wars between the French Empire, led by Napoleon Bonaparte, and a number of other European nations between 1803 and 1815

France

In France, the first railways were begun in 1832. While these were financed by French entrepreneurs and banks, virtually all railway construction was carried out under the supervision of British engineers. Imported British locomotives were used until the 1850s, when French industry began to produce its own. Industrialisation progressed slowly during the nineteenth century in France, where agriculture remained the dominant economic activity.

Germany

Germany did not become a unified country until 1871. Industrialisation occurred initially in Prussia, the most powerful of the independent German states. With access to the rich coal and iron ore deposits of the Rhineland, the Prussians quickly established a thriving iron and steel industry. The first German railways were built in 1835 but by 1850 the German states had built almost half as much railway track as in Britain, and twice as much as in France. After unification in 1871, Germany quickly expanded its industrial production; by the beginning of the twentieth century it was producing more steel than Britain.

5.10.2 The United States industrialises

The Industrial Revolution also spread quickly to North America. Following their independence from Britain in 1783, the Americans set about developing their own industries, with innovations of their own such as Samuel Slater's technology for water-powered textile production in 1793. The application of steam power to boats was pioneered by American inventors such as Robert Fulton in the early nineteenth century. Samuel Morse developed the telegraph in the 1840s, and Alexander Graham Bell was the first to patent a workable telephone in 1876; both inventions were to revolutionise communications. As in Europe, the Americans were also quick to develop iron and steel industries, and to push through a network of railways during the nineteenth century.

SOURCE 2 Alexander Graham Bell was the first to patent a workable telephone. In this photograph, he is making the first call from New York to Chicago in 1892.

DID YOU KNOW?

By 1900 the United States (US) had overtaken Britain as the world's leading industrial power. By this time the industrial output of the US was almost seven times what it had been in 1870. Large US corporations run by entrepreneurs such as Cornelius Vanderbilt, Andrew Carnegie and John D. Rockefeller were by then among the most prosperous in the world.

5.10.3 Japan industrialises

From the early seventeenth century until 1868, Japan had largely turned its back on the outside world. However, in 1868 the newly installed Meiji Emperor decided that Japan should look to the west to modernise, and so began a series of reforms. He built up the navy and sent Japanese ships all around the world to trade. A modern communications system was set up and railways were constructed to connect all of the major cities and towns. An education system was set up based on modern western knowledge and practices, and Japanese students travelled the world to learn of the latest technological developments.

Japan learned from Britain about the significance of a successful textile industry, and quickly overturned the traditional home-based industry into modern factory production. By the beginning of the twentieth century, Japanese textiles were competing successfully on world markets. The Japanese also learned of the importance of importing raw materials and exporting finished products, and they established a successful iron and steel industry based largely on imported iron ore and coal.

SOURCE 3 Japanese industrial growth 1875–1913. Industrialisation was a key part of Japanese modernisation in the late nineteenth and early twentieth centuries.

Year	Coal production (metric tonnes)	Railway distances (kilometres)	Rolled steel production (metric tonnes)
1875	600 000	30	
1885	120 000	750	
1895	5 000 000	3500	
1901	10 000 000	5800	5000
1905	13 000 000	7850	65 000
1911	19 000 000	10 500	184 000
1913	21 300 000	11 850	219 500

Source: Adapted from http://www.sjsu.edu/faculty/watkins/meiji.htm and *The Cambridge History of Japan*, Volume 6 at p. 430.

5.10 SKILL ACTIVITY: Using historical sources

Exploring archives

Using a variety of online resources that historians would use, such as Google Scholar or Trove, **research** the living conditions in two countries during the Industrial Revolution.

Step 1: Access an appropriate resource on your device.

Step 2: Begin with a broad and simple search term that might result in some relevant sources. What search term will you use? How could you refine your search to find more focused information?

Step 3: When you have accessed some sources, use them to find out about living conditions. What do they say? Did living conditions improve? Did they worsen? Is it possible to simply say that everybody had the same experience? Whose perspectives are you reading?

Step 4: **Evaluate** the sources you have used. Could they be subjective? How are they valuable? How are they limited?

Step 5: **Compare** your results in pairs or small groups in your class. What similarities and differences did you discover? Display your findings visually or through an appropriate medium in consultation with your teacher.

5.10 Exercise

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5.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 6	4, 5, 7, 8	9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

Find all this and MORE in jacPLUS

Check your understanding

1. Britain was the dominant industrial power in the world in 1850. True or false?
2. **Identify** the two American inventions that contributed to the eventual development of worldwide communications networks.
   - A. The cotton gin
   - B. The telephone
   - C. Steam power to drive boats
   - D. The telegraph
3. **Outline** two aspects of industrialisation that the Japanese were able to learn from the established industrial powers.
   - A. Iron and steel
   - B. Education
   - C. Navy
   - D. Textiles
4. **Explain** how Germany was able to overtake Britain in the industrialisation process by the beginning of the twentieth century.
5. **State** two examples of innovations contributing to industrialisation that were pioneered in the United States.

Apply your understanding

Using historical sources

6. **Identify** another form of technology that **SOURCE 2** tells us was in common usage by the end of the nineteenth century.
7. **Calculate** the percentage growth between 1875 and 1913 of:
   - a. Japanese coal production
   - b. Japanese railway distances.
8. Japanese steel production only commenced in 1901. **Create** a line graph demonstrating the growth in production between 1901 and 1913.

Historical perspectives and interpretations

9. Based on the experiences of Europe, the United States and Japan, **identify** three factors that you believe are necessary for a pre-industrial society to make the transition to an industrial society in a relatively short period.
10. Britain, France, Germany and the United States were all able to industrialise using their own resources of coal and iron ore. **Determine** how Japan was able to industrialise without having these natural resources.

LESSON
5.11 INQUIRY: Promoting industrialisation

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of the potential of industrialisation in the Australian colonies in the 1870s, particularly in reference to raw materials such as wool and gold etc.

Background

We tend to think of Australia as primarily a source of raw materials, exported to other countries — for example, Australia is one of the world's largest exporters of coal. It is true that Britain relied on Australian wool for its textile industries, and Australia was one of the largest exporters of gold following the gold rushes of the 1850s and is one of the largest exporters of coal today. The Australian colonies were engaged in small-scale manufacturing from soon after the first European settlement. After the gold rush period, many immigrants to Australia brought knowledge and skills relevant to industrialisation, creating an environment favourable to the further development of industrialisation in the Australian colonies.

SOURCE 1 Australia is the leading wool producer in the world

You are a member of your state's colonial parliament of the 1870s, and you are acutely aware of the wealth that industrialisation could bring to the colony. You need to prepare a speech to deliver in Parliament that will promote greater industrialisation in the colony and convince others of its value.

As such, your speech will need to include these two important considerations:

- examples of successful industrialisation that have already occurred in your state
- future opportunities based on the raw materials that are available.

How will you convince your peers?

Considering you need to provide examples of industrialisation in your state and think about the raw materials available, what sort of questions could you ask to find out more?

How could you use the knowledge you have gained in this topic to help your argument?

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry process

Step 1: Questioning and researching

Write your **inquiry question**:

Research industrialisation in Australia. This could include manufacturing, processing of raw materials, building of factories and making use of different sources of power. How will this information help your argument? How will you present it in an effective way?

Step 2: Using historical sources

Analyse your information.

Find out about Australia's raw materials in the 1800s.

- What was being used?
- What was being exported, and where to?
- What industries were using those raw materials?

Step 3: Historical perspectives and interpretations

Evaluate the population growth in your state during the 1800s. How would that help or hinder an argument about the desire for increased industrialisation?

Don't forget to keep a record of where you found your information — you will need to provide a bibliography with your speech.

Step 4: Communicating

Prepare your speech! It should be convincing, passionate and, of course, based on evidence. Submit your manuscript to your teacher with the bibliography for assessment in line with their criteria and expectations.

Complete your self-assessment using the **Inquiry rubric** or access the 5.12 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39692)

LESSON
5.12 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

5.12.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

5.2 How do we know about the Industrial Revolution?

- The term 'Industrial Revolution' was coined to describe the rapid changes that had occurred in Britain from the late eighteenth century through the nineteenth century.
- New inventions that contributed to changes were usually patented, so we have details of these inventions and the years they were introduced.
- Contemporary writers and artists depicted the developments they saw around them during the changes brought by the Industrial Revolution.
- Census figures can provide us with details of population growth, as well as the locations of increased population.

5.3 Why did the Industrial Revolution begin in Britain?

- Technological developments were a major contributing factor to the growth of industrialisation in Britain during the eighteenth and nineteenth centuries.
- Changes in agriculture became an underlying cause of the Industrial Revolution by contributing to population growth.
- Easy access to raw materials also contributed to the development of industrialisation in Britain.
- A wealthy middle class willing to invest in new production methods was another contributing factor.
- The development of transport systems assisted the movement of raw materials and finished products.
- The growth of empire provided a source of raw materials, as well as markets for the sale of finished products from British factories.

5.4 How did changes in agriculture result in changes in society?

- British agriculture had used the traditional open-field system, which had a number of disadvantages.
- Enclosure of farming land consolidated open fields into large farms, changing farming methods.
- New techniques in seed planting, ploughing and crop rotation improved the efficiency of farming and increased crop yields.
- Improved stock breeding methods also improved the quality of farm animals.
- The introduction of a business approach to farming provided farmers with the opportunity to sell surplus produce for a profit.

5.5 How did Empire fuel the revolution?

- The British East India Company began trading with a number of Asian regions in the early seventeenth century and eventually brought most of India under British control.
- The 13 North American colonies and colonial possessions in the West Indies had become important parts of the British Empire by the middle of the eighteenth century.
- The Seven Years' War provided Britain with further opportunities to expand empire in both North America and India.
- The American Revolution eventually saw Britain lose the 13 colonies, but retain control of Canada.
- The empire became an important source of raw materials to fuel the Industrial Revolution in Britain.

5.6 What did investment have to do with the Industrial Revolution?

- The seventeenth century saw the rise of a powerful middle class in Britain, with strong commercial interests.
- The growth of the banking system provided middle-class merchants and factory owners with a source of finance to invest in new industrial processes.
- The British government strongly supported the growing commercial middle class, passing laws that favoured trade and commerce.
- The middle class developed strong entrepreneurial attitudes, which made them willing to embrace new methods of production.

5.7 How did new power sources drive the Industrial Revolution?

- Horses had been a traditional source of power in medieval Europe, both for personal transport and the haulage of goods.
- Horse power was used for agricultural machinery and to haul barges along newly constructed canals, while water power had traditionally been used for milling of grain, becoming the first power source for newly built factories.
- Wind power was another traditional source of power in Britain.
- Steam power proved to be a great advance for both mining and manufacturing by providing a reliable means of driving machinery.
- Until the eighteenth century, textile manufacturing had been carried out in the homes of farm workers.
- During the eighteenth century, larger and more efficient spinning and weaving machines were developed and needed factories to house them.

5.8 Why was coal and iron so vital?

- Coalmining had traditionally taken place in bell pits, but these could not be made very deep because they would soon flood with water.
- The introduction of steam-driven pumps to pump out the surplus water allowed for larger, deeper coalmines and a consequent increase in coal production.
- The use of coke in blast furnaces resulted in the improvement of quality of the iron produced.
- New techniques such as ‘puddling’ produced a stronger, more flexible form of iron, which led to an increased variety of uses.

5.9 How did transport drive the Industrial Revolution?

- Large factories needed reliable transportation to bring raw materials and to distribute the goods produced to the marketplace.
- The building of canals to supplement river and coastal transport provided quick and efficient movement of goods.
- The establishment of turnpike trusts in the latter part of the eighteenth century saw improvements to the maintenance of roads.
- The use of steam to drive locomotives revolutionised transport in Britain after 1830.

5.10 How was the Industrial Revolution ‘exported’ around the world?

- With the end of the Napoleonic Wars, countries in Europe became more interested in adopting many of the industrial techniques pioneered in Britain.
- France and Germany began to industrialise during the 1820s and began building their own railways during the 1830s.
- The United States had begun to industrialise soon after its break from Britain in the early 1780s, and American inventions were to revolutionise communications during the nineteenth century.
- Following the Meiji restoration, Japan looked to the west and soon adopted industrialisation as a means of modernising its economy.

5.11 INQUIRY: Promoting industrialisation

- Industrialisation in Australia included manufacturing, processing of raw materials, the building of factories and making use of different sources of power.

5.12.2 Key terms

animal husbandry breeding and caring for livestock, usually in a farm environment

baleen a keratin substance in the mouth of the baleen whale to filter sea water and collect plankton and small fish to feed. When dried it is flexible but strong, used in clothing and other products.

bell pit a traditional form of coalmining in which a shaft is dug down to a seam of coal and then excavated outwards, with the coal raised to the surface using a winch and buckets

Black Death a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.

blast furnace a type of furnace into which air is forced to raise the temperature sufficiently to carry out the smelting of iron ore

carding the process of untangling and straightening raw wool or cotton fibres

charter a written grant from a sovereign, providing certain rights or privileges to the holder

coke a type of fuel produced by using heat to remove impurities such as coal gas and tar from coal

colony an area of land settled by people from another country. This can involve military conquest if the original inhabitants resist that settlement.

cottage industry small-scale manufacturing in which raw materials are processed in workers' homes

empire a number of different countries or colonies controlled by the government of one country

enclosure consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

entrepreneur a person who organises a business venture, and assumes the financial risks associated with it, in the hope of making a profit

entrepreneurship the act of being an entrepreneur

fallow land left unplanted

famine a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time

goldsmith a craftsman who works with gold and other precious metals

industrialisation the process by which a country transforms itself from mainly agricultural production to the manufacturing of goods in factories and similar premises

infant mortality rate a means of measuring the percentage of babies who fail to survive to their first birthday

maritime power having strong naval forces

Napoleonic Wars a series of wars between the French Empire, led by Napoleon Bonaparte, and a number of other European nations between 1803 and 1815

patent a legally enforceable right to make or sell an invention, usually granted by government, to protect an inventor's idea from being copied

pig iron the initial product resulting from the smelting of iron ore in a blast furnace

rickets a softening of the bones, leading to deformity of the limbs, caused by a deficiency of calcium and vitamin D

rural population people living in the countryside, rather than in towns or cities

scurvy a disease caused by poor diet, especially a deficiency of vitamin C

spinning the twisting of carded fibres into lengths of continuous thread or yarn

standard of living how well off a country or community is, often measured by the level of wealth per head of population

subsistence farming farming that provides only enough to satisfy the basic needs of the farmer or community

trading post a store or settlement established by a foreign trader or trading company to obtain local products in exchange for supplies, clothing, other goods or cash

trustee an individual or group appointed to manage property on behalf of another person or organisation

turnpike trusts organisations established by parliament with the power to collect tolls on particular roads, and use the money to pay for maintenance of those roads

turnpike a type of toll road

urban population people living in cities or large towns

warp the fixed vertical threads used in the weaving process

weft the horizontal movable thread that is woven through the warp to create cloth

5.12.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What were the social, agricultural and technological developments that caused the industrialisation of Britain?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed you view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-10593)
Reflection (ewbk-10594)
Crossword (ewbk-10595)

Interactivity Industrial Revolution: Technology and progress crossword (int-8924)

5.12 Review exercise

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Multiple choice

1. What were the two key technological advances that allowed industrialisation to take off in Britain in the latter part of the eighteenth century?
   - A. Spinning jenny and power loom
   - B. Steel ploughs and sheep breeding
   - C. Textile machines and steam power
   - D. Railways and clipper ships
2. How did an expanding empire contribute to the Industrial Revolution in Britain?
   - A. It allowed the British navy to become more powerful.
   - B. It provided a source of raw materials.
   - C. It allowed the introduction of new technology.
   - D. It made the British Empire the most powerful in the world.
3. What were the major disadvantages of the traditional three-field rotation system?
   - A. It left peasant farmers poorer than they had been before.
   - B. It allowed the cattle to get in and eat the turnips.
   - C. It was very time consuming to harvest crops from the fallow field.
   - D. Weeds and animal diseases could spread easily.
4. Joseph Foljambe was famous for developing what?
   - A. The Rotherham plough
   - B. Changes to crop rotation methods
   - C. Improved stock breeding methods
   - D. A more businesslike approach to farming
5. The charter of 1600 granted the East India Company the right to what?
   - A. Exclusive trade between England and the North American colonies
   - B. Exclusive trade between England and Asia
   - C. Exclusive trade between England and all its colonies
   - D. Exclusive trade between England and the Dutch East Indies
6. How were agricultural workers disadvantaged by enclosure?
   - A. They had to work for wealthy farmers rather than wealthy landlords.
   - B. They no longer had access to common land.
   - C. They were subject to many more diseases.
   - D. Their family members had all moved to the towns to work in factories.
7. How was Abraham Darby able to improve the quality of iron?
   - A. By using a blast furnace for the first time
   - B. By burning coke in his blast furnace
   - C. By introducing the production of pig iron
   - D. By using charcoal to heat the blast furnace

8. Why had reliable methods of transport become more important to the process of industrialisation than they had been in pre-industrial society?
   - **A.** Workers needed transport to be able to get to the factory to work.
   - **B.** Factories were built close to the ports so they could import raw materials.
   - **C.** Factories were built near sources of power, not the markets for their goods.
   - **D.** Factories were built close to local suppliers.
9. Turnpike trusts had the responsibility of:
   - **A.** collecting tolls and maintaining roads.
   - **B.** supervising the building of new railways.
   - **C.** keeping canals clean and free from rubbish.
   - **D.** improving access to ports for large ships.
10. Why did it become necessary to move away from cottage textile production to the location of production in factories?
   - **A.** Farm workers were no longer willing to do the weaving work in their cottages.
   - **B.** Farm workers were no longer willing to spin the thread in their cottages.
   - **C.** Cottages did not have access to steam power.
   - **D.** New spinning and weaving machines were too big.

Short answer

Historical perspectives and interpretations

11. **Evaluate** why the Industrial Revolution could be described as the most important period of change in modern history.
12. **Judge** why a change in agricultural methods supported the growth of an urban workforce.
13. It is often said that 'necessity is the mother of invention'. **Outline** the way in which one example of a new invention in the eighteenth century was a response to necessity.
14. **Explain** why a factory owner might be prepared to pay the additional transport costs of using a private railway or canal instead of freely available road transport.
15. **Outline** the interconnection between the Industrial Revolution and the expansion of empires.

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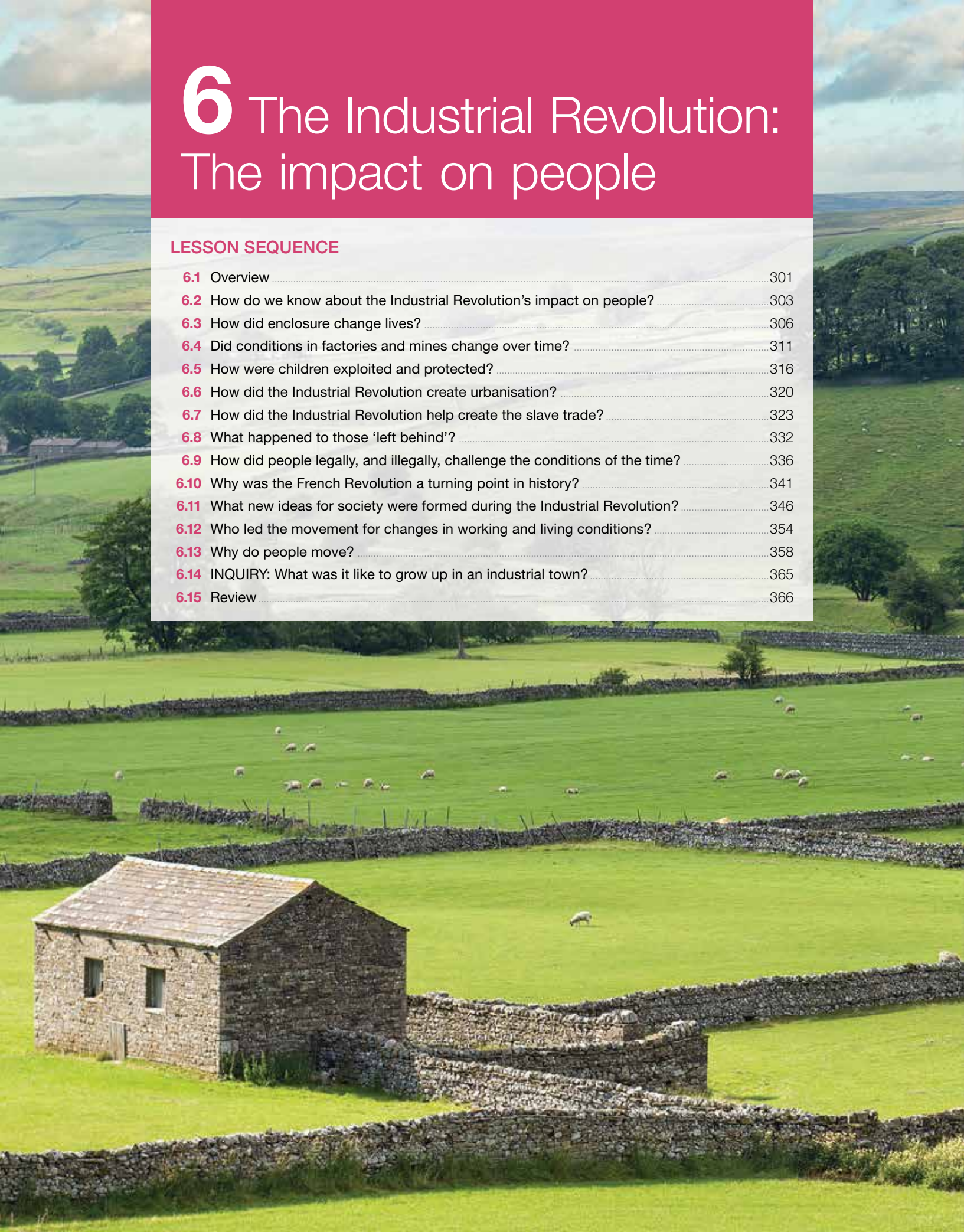
6 The Industrial Revolution: The impact on people



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LESSON
6.1 Overview

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The Industrial Revolution was a period of rapid technological progress and social transformation; but did the changes that occurred benefit everyone?

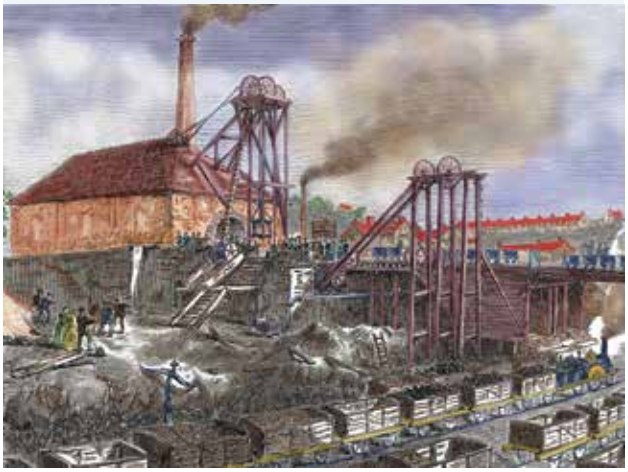
6.1.1 Introduction

Population increase, changes in agricultural production, job opportunities, technological progress — all of these things changed the face of Britain and Europe as the Industrial Revolution progressed. In this topic you will investigate how the Industrial Revolution affected the lives of people, both positively and negatively.

It is easy for us to take many aspects of modern life for granted such as running water and waste collection. This was not the case for everybody during the Industrial Revolution. Rapid urbanisation and industrialisation often created slums, and workers of the time did not enjoy the sort of safeguards that exist today.

Movement of people around the world increased in ways never seen before. The need for raw materials resulted in the Atlantic slave trade, increased crime in England resulted in convict transportation, and societal changes resulted in waves of migration around many parts of the world.

SOURCE 1 A nineteenth-century engraving of a mining operation in England. What might be the positive and negative impacts, both short and long term, of an operation such as this on people? Who benefits? Who doesn't?



However, the social upheaval also led to protest movements by ordinary working people and led to the rise of new ideas from great thinkers around social reform that were considered radical at the time.

Resources

eWorkbook Customisable worksheets for this topic (ewbk-11467)

Video eLesson The Industrial Revolution: The impact on people (eles-2393)

int-9056

SOURCE 2 A timeline of changes during the Industrial Revolution

CE

1788
The First Fleet of convicts arrives in New South Wales

1789
The French Revolution begins

1790

1795
Food riots in parts of England protest high bread prices.

1800

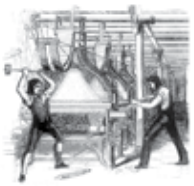
1799–1800
Parliament passes the Combination Acts, making trade unions illegal.

1810

1811–13
Luddites engage in damaging textile machines.

1819
Parliament passes a Factory Act limiting hours of factory work by children. Large numbers of protesters are killed or injured in the Peterloo Massacre.

1820



1824
The Combination Acts are repealed, allowing workers to form trade unions.

1830

1830
The 'Swing Riots' result in damage to farm machinery in parts of rural England.

1833
Parliament passes a Factory Act banning children nine years and younger from working in factories.

1834
The Poor Law Amendment Act forces the poor to live in workhouses. The six 'Tolpuddle Martyrs' are transported to Van Diemen's Land for swearing an oath of loyalty to their trade union.

1840

1842
The Mines Act bans the employment in coalmines of girls and women, and boys under the age of 10.

1848
The Public Health Act sets up Boards of Health to deal with sanitation problems in cities and towns.

1850

1860

1868
The last convicts to be transported arrive in Western Australia

1871
The Trade Union Act gives unions official legal status.

1870

1874
Parliament passes a Factory Act, setting maximum allowable working hours per week for all workers.

1875
The Public Health Act extends the powers of Health Boards to control water supply and sewerage systems.

1880

CE

LESSON
6.2 How do we know about the Industrial Revolution's impact on people?

LEARNING INTENTION

By the end of this lesson you should be able to outline how we know about the social impact of the Industrial Revolution and analyse evidence from a range of written and visual sources.

TUNE IN

The Industrial Revolution impacted the people who worked in factories and mines and lived in the towns that sprang up around these workplaces. The agricultural revolution had caused massive changes to farming practices, and those changes had long-term impacts, both positive and negative, on many people.

SOURCE 1 shows some of those changes. Even though it is an image from a novel, the image, and the novel itself, can provide a useful perspective on that period in history.

1. What changes can you see in the image that might be due to the Industrial Revolution?
2. Predict what impacts those changes might have had on society.

SOURCE 1 Painting from the cover of a modern edition of Charles Dickens' novel *Hard Times*.

6.2.1 What do sources tell us about life during the Industrial Revolution?

Contemporary writers and commentators

In Britain, the enormous changes in technology, the development of large factories, the rapid growth of cities and dramatic changes in methods of transportation all happened within little more than one lifespan. Inevitably, the writers of the time commented on the changes taking place around them. While some set out to record **impartial observations** of the changes, many others gave **biased accounts**. Charles Dickens wrote about the working and living conditions of the factory workers and the poor in novels such as *Oliver Twist, Hard Times* and *Little Dorritt*. Others, such as Karl Marx and Friedrich Engels, used their observations as a basis for attacks on the political system of Britain. By contrast, supporters of the changes to agriculture and industry gave glowing accounts of the economic benefits of these changes, while ignoring the negative effects on workers and their families. Understanding the **perspective** of different accounts will help you reach balanced conclusions.

impartial observations comments that recognise all sides and opinions relating to an issue or event, leaving it to the reader to form his or her own judgement

biased account narrative or description in which a writer presents only one side of an issue in an attempt to convince the reader

Government statistics

In the eighteenth and nineteenth centuries the government began to collect statistics on all aspects of British life. In addition to total figures for population growth, census figures also recorded changes in the numbers of people living in large towns and cities compared with those living in the country. Records of birth and death

rates in cities and rural areas can provide information about the health and life expectancy of the people. Wage levels, when compared with the prices of food, clothing materials and housing, can give us information on people's standard of living. All statistics require interpretation, but when combined with other evidence they can often add much to our picture of the past.

SOURCE 2 Illustration from an early edition of *Oliver Twist*. Dickens used his novels to publicise social issues of the time.

Records of government inquiries

The rapid social changes taking place in Britain in the nineteenth century sometimes prompted the government to set up special inquiries to investigate the effects of the changes. Written records include evidence given by witnesses to these inquiries. Many of these witnesses described their own experiences, while others gave accounts of incidents and conditions they had observed. The findings of these inquiries would later be published in reports, and this material also survives today in official government records.

aud-0510

SOURCE 3 Testimony of Thomas Wilson, Esq., of the Banks, Silkstone, owner of three collieries, before the 1842 Mines Commission

I object on general principles to government interference in the conduct of any trade, and I am satisfied that in mines it would be productive of the greatest injury and injustice. The art of mining is not so perfectly understood as to admit of the way in which a colliery shall be conducted being dictated by any person, however experienced, with such certainty as would warrant an interference with the management of private business. I should also most decidedly object to placing collieries under the present provisions of the Factory Act with respect to the education of children employed therein.

Paintings and drawings of contemporary artists

Given the dramatic impact of these events on people's lives, it is not surprising that artists were keen to document the changes they saw happening around them. Surviving paintings and drawings can give us further insights into the conditions in which people lived.

SOURCE 4 *Coalbrookdale by Night*, painted around 1800 by Philip James de Loutherbourg

6.2 SKILL ACTIVITY: Using historical sources

In small groups, **compare** and **contrast** the ways in which **SOURCES 1–4** portray the impacts of the Industrial Revolution, using the following questions as a guide:

- Do they portray positive or negative impacts (or a bit of both) of the Industrial Revolution?
- How do they portray these impacts? Visually? Written word?
- How is each one valuable to historians and history students?
- What limitations are there to each source? What might they NOT be able to portray?

6.2 Exercise

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6.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6	7, 8, 9, 10

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Check your understanding

1. **State** two examples of the way in which government statistics can provide information about changes in society.
2. A weakness in using statistics as a historical source is that statistics need to be interpreted and any set of figures can produce a number of different interpretations. True or false?
3. Using the terms provided, complete the following paragraph to **explain** why the records of a government inquiry can be a useful historical source.

eighteenth	nineteenth	reports	social	government
witnesses	parliament	economic	magazines	workers

The rapid _____ changes taking place in Britain in the _____ century sometimes prompted the _____ to set up special inquiries to investigate the effects of the changes. Written records include evidence given by _____ to these inquiries. Many of these witnesses described their own experiences, while others gave accounts of incidents and conditions they had observed. The findings of these inquiries would later be published in _____, and this material also survives today in official government records.

4. The use of photography became common in the second half of the nineteenth century. Why might photographs be of more use to historians than paintings?
   - **A.** Paintings can reflect an artist's personal perspective, and so may be biased in presentation.
   - **B.** Paintings never reflect an artist's personal perspective, and are never biased.
   - **C.** Photographs are never biased and paintings are.
   - **D.** Photographs are never more useful than paintings.

Apply your understanding

Using historical sources

5. Charles Dickens' novel *Hard Times* is set in the fictional industrial town of Coketown. **Describe** the impression that the **SOURCE 1** painting, which was used on the novel's cover, gives of life in Coketown.
6. Charles Dickens' novel *Oliver Twist* is the story of a poor orphan in nineteenth-century England. The illustration in **SOURCE 2** depicts a well-known scene from the novel, in which, on his first day at the orphanage, Oliver outrages the master by daring to ask for more food. **Explain** what the illustration tells us about the treatment of orphans at this time.

7. Refer to **SOURCE 3** to answer the following questions.
   a. What is the opinion of Thomas Wilson on the role of the commission and of government regulation of coalmining?
   b. What do we know about Thomas Wilson that may have influenced his opinion?
   c. Do you agree or disagree with his opinion? Give reasons for your answer.
8. Coalbrookdale was a coalmining and iron-smelting town in the English Midlands.
   a. From an examination of **SOURCE 4**, **describe** what you think it would have been like to live in this town.
   b. Do you think the artist had a favourable or unfavourable opinion of the town? **Justify** your answer.

Communicating

9. **Identify** two ways in which you might be able to detect whether or not a writer, painter or witness at a government inquiry is biased or impartial in their presentation of information.
10. **Determine** what strategy could you use to ensure that you get the most accurate information about the past.

LESSON
6.3 How did enclosure change lives?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of enclosure and the variety of reactions to those impacts.

TUNE IN

There is no doubt that, despite the negative impacts of the Industrial Revolution, the changes brought to agriculture helped provide for a growing population through an improvement in the quality and quantity of food.

SOURCE 1 reveals the large-scale changes that occurred.
1. How is data like this useful for historians studying this period?
2. What can it show that a painting cannot?

SOURCE 1 Urban and rural population growth in England and Wales, 1751–1861

Year	Total	Urban population	Rural population	Urban (%)	Rural (%)	Urban increase	Rural increase	Urban increase (%)	Rural increase (%)
1751	5 772 000 (estimated)	1 443 000 (estimated)	4 329 000 (estimated)	25.00 (estimated)	75.00 (estimated)	—	—	—	—
1801	8 893 000	3 009 000	5 884 000	33.84	66.16	1 566 000	1 555 000	108.52	35.92
1821	12 000 000	4 805 000	7 195 000	40.04	59.96	1 796 000	1 311 000	59.69	22.28
1841	15 914 000	7 693 000	8 221 000	48.34	51.66	2 888 000	1 026 000	60.10	14.26
1861	20 066 000	11 784 000	8 282 000	58.73	41.27	4 091 000	61 000	53.18	0.74

6.3.1 Changes in population

Agricultural change that accelerated during the eighteenth century enabled Britain to support a larger population (see lesson 5.4). Most of this population growth occurred in the growing towns and cities. Population statistics tell us that from the second half of the eighteenth century, rural population growth slowed in comparison with urban population growth (see **SOURCE 1**).

6.3.2 The impact on people in the countryside

The owners of farms and large estates throughout Britain benefited enormously from **enclosure** and other changes to agriculture. These changes are discussed in detail in topic 5 (section 5.4.2). Running a farm in a more businesslike manner usually brought good profits, and many landowners became very wealthy during this period. On the other hand, there is evidence to suggest that many in the countryside suffered greatly as a result of these changes.

SOURCE 2 While wealthy farmers benefited from enclosure of their farms, poor farm labourers and their families often suffered.

Before enclosure, labourers living on rural estates had some independence and did not rely only on their wages. They were free to gather firewood from the estate, to keep a cow or pig they could graze on common land, and to raise a small crop of their own. By removing access to common land and open fields, enclosure removed all these benefits, so the labourer was forced to rely on wages alone. In addition, the opportunity to earn extra money from spinning yarn and weaving cloth disappeared with the growth of textile factories.

enclosure consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

Most farm labourers were employed on a casual basis. They were paid a daily rate, according to how much work they did. If the employing farmer had no work on any particular day, the labourer did not get paid. If crops were poor in any given year, a smaller harvest would result in less work for the farm labourer. Simply put, there was no guarantee of ongoing income.

SOURCE 3 From F. Moore, *Considerations on the Exorbitant Price of Proprietors*, 1773

In passing through a village near Swaffham in the county of Norfolk a few years ago … I beheld the houses tumbling into ruins, and the common fields all enclosed; … I was informed that a gentleman of Lynn had bought that village and the next adjoining to it; … he had thrown one into three, and the other into four farms; which before the enclosure were in about twenty farms; and upon my further enquiring what was becoming of the farmers who were turned out, the answer was that some of them were dead and the rest were become labourers.

SOURCE 4 From D. Davies, *The Case of the Labourers in Husbandry*, 1795

… for a dubious economic benefit, an amazing number of people have been reduced from a comfortable state of partial independence to the precarious condition of mere hirelings …

6.3.3 Protests and riots

Conditions in many rural areas became so bad for poor farm labourers that some were driven to extreme action to survive and to try and protect their traditional way of life.

The food riots of 1795

By the 1790s most country people had to buy food using the wages they earned working on the enclosed farms. Bad weather in 1794–95 had seriously reduced wheat crops throughout Britain. In addition, Britain was at war with France, so importing grain was more difficult than usual. This shortage led to a steep rise in the price of wheat, forcing up the cost of bread. High prices led to protests, known as the ‘food riots’, in various parts of the country.

SOURCE 5 From the *Ipswich Journal*, August 1795

‘ … a band of women … entered various houses and shops, seized all the grain, deposited it in the public hall, and then formed a committee to regulate the price at which it should be sold.’

DID YOU KNOW?

The food riots of 1795 involved very little violence. In most cases the rioters took control of the distribution of food, selling it at what they thought was a fair price, and handing the proceeds over to the owners.

Swing Riots of 1830

In the 1820s the increasing use of labour-saving technology such as the threshing machine (see lesson 5.7) forced large numbers of labourers and their families into poverty. This placed pressure on the systems in place to care for the poor (see subtopic 6.8). In 1830 riots broke out in the south and east of England. The rioters were generally unemployed farm workers, who would burn down haystacks (see **SOURCE 7**) and damage the farm machinery that they blamed for their hardship. The unrest became known as the Swing Riots because wealthy farmers were sent threatening letters signed by a ‘Captain Swing’. It was a name made up by rioters in the county of Kent, but its use soon spread to other parts of England.

SOURCE 6 The authorities actively hunted down those involved in the Swing Riots of the early 1830s.

Ten Pounds REWARD.

WHEREAS late last Night, or early this Morning, the Premises of Mr. RICHARD MARSH, of the Parish of RIPPLE in the County of Kent, were unlawfully entered by some Person or Persons at present unknown, and a

Thrashing Machine

THEREIN WAS

Feloniously Broken and Destroyed;

THIS IS THEREFORE TO GIVE NOTICE, --- THAT active Exertions are now making to discover the Offender or Offenders, and a REWARD of TEN POUNDS is hereby offered to be paid by the said RICHARD MARSH, to any Person who will give such Information as will lead to the Conviction of such Offender or Offenders.

Ripple, 5th August, 1831.

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SOURCE 7 Burning of haystacks at night was one tactic of the Captain Swing rioters.

The authorities came down very heavily on the rioters when they were caught. Records show that 19 were executed and another 505 were sentenced to transportation to the Australian colonies.

6.3.4 A surviving open-field farming open-field village

Despite the widespread enclosure of farming land in the eighteenth and early nineteenth centuries, some instances of open-field farming survived. Today, the last remaining example of open-field farming is the village of Laxton in Nottinghamshire, in the English Midlands.

While farming is carried out using some modern methods — the tractor has long ago replaced the horse-drawn plough — many features of the open-field system remain. The three open fields are divided into strips as they were in medieval times, and nearly everyone in the village has rights to some of the land; everyone has grazing rights on common land. The village is said to be prosperous and the villagers are very proud of their heritage. The village and its farming practices have become an educational resource for school and university students. The University of Nottingham even has a website dedicated to the village and its farming practices.

SOURCE 8 The open-field land around the farms forming the English village of Laxton was never fully enclosed and still operates the traditional three-field rotation system managed by a Court Leet and Jury.

6.3 SKILL ACTIVITY: Historical perspectives and interpretations

Examine SOURCE 1. We can use it to discover large patterns of change and continuity during the time of the Industrial Revolution in a different way from visual or written sources.

Use the following questions to get started:

1. Was the rural population rising or falling during the period from 1751–1861?
2. **Identify** in which period the urban population experienced the greatest increase in actual numbers.
3. **Explain** why there is such a significant difference in the percentage increase between urban and rural population growth between 1750 and 1801 when the number increase was so similar.
4. If the trends shown in the table continue, what would you **predict** to see in the statistics for 1881? **Explain** your answer.
5. **Determine** if you can correlate the patterns of change in the table with the information provided in this lesson.
6. **Explain** how the use of statistics and data can help consolidate your understanding of history.

6.3 Exercise

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6.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	6, 7, 8, 9	5, 7, 10

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Check your understanding

1. **Identify** one major cause of the increase in Britain's population during the eighteenth and nineteenth centuries.
   - **A.** Transportation to Australia
   - **B.** Urbanisation
   - **C.** Hard work in factories
   - **D.** Agricultural changes that improved the quality and quantity of food
2. **Select** which group in society appears to have benefited most from enclosure.
   - **A.** The owners of farms and large estates
   - **B.** Farm labourers
   - **C.** The upper class
   - **D.** Factory workers
3. **Identify** two reasons why a farm labourer's wages might vary greatly from week to week or season to season.
   - **A.** If the farmer didn't like the labourer
   - **B.** If no work was available
   - **C.** If the labourer was bad at his job
   - **D.** If the crops were poor
4. **Describe** two factors that led to the high price of bread in 1795.
5. **Identify** why large numbers of farm workers had been reduced to poverty by the 1820s.
6. **Describe** what features of the traditional open-field system have been retained by the village of Laxton in England.

Apply your understanding

Using historical sources

7. **Identify** in what ways **SOURCES 2** and **3** demonstrate that different groups of people were affected differently by the enclosure movement.
8. **Explain** what the writer in **SOURCE 4** means when he writes that farm labourers were reduced from a state of 'partial independence to the precarious condition of mere hirelings'.
9. Study **SOURCE 7**. **Explain** why you think haystacks were burned.

Communicating

10. From the information provided in this lesson, do you believe the food riots of 1795 were justified? **Identify** one piece of information from the sources that would convince you to either support or oppose the activities of the protesters.

LESSON
6.4 Did conditions in factories and mines change over time?

LEARNING INTENTION

By the end of this lesson you should be able to describe working conditions in the mines and factories of Industrial Revolution Britain and explain efforts to bring about the first workplace reforms.

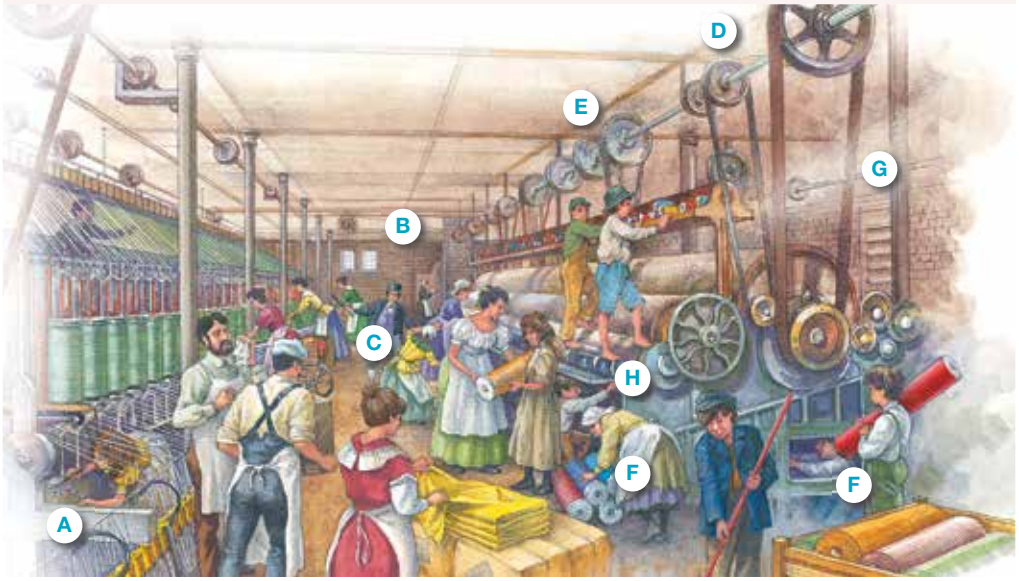
TUNE IN

A couple of centuries ago, plenty of young people the same age as you — in some cases even much younger — would already be in the workforce. When you get a job, or indeed if you already have part-time employment, you are legally protected by a range of laws to provide a safe working environment and to avoid exploitation. That is not the case in **SOURCE 1**, which illustrates conditions inside a textile mill.

1. What dangers can you see in the image?
2. What might be put in place in a modern setting to avoid those dangers?

int-5624

SOURCE 1 An early nineteenth-century textile mill was a dangerous and unhealthy place to work.



A Some children were employed as 'scavengers'; they would collect loose pieces of cotton from under machines while the machines were running.

B Small windows and lack of ventilation made the factory air hard to breathe.

C Overseers would punish anyone responsible for slowing or stopping the machines for any reason.

D Machines were driven by belts attached to drive shafts that were powered by a water wheel or steam engine.

E Machines had no safety fences or guards around them, so workers were always at risk of injury.

F Constant bending and working in cramped conditions often led to physical deformities in factory workers.

G Dust and other residues from the cotton found their way into the workers' lungs, causing severe illness.

H Some children were employed as 'piecers'; they had to repair broken threads on spinning machines while the machines were still running.

6.4.1 Inside a textile factory

In the first decades of the Industrial Revolution the kinds of laws that are now in place to protect the rights of workers and the safety of workplaces did not exist. Workplaces such as factories and mines could be dangerous and unhealthy places.

An early nineteenth-century textile factory was a dangerous and unpleasant place to work. Long working hours — 12 hours or more per day — were common practice. Poor light and ventilation and excessive heat made working conditions very uncomfortable. Machines were not fenced off and had no safety guards around moving parts, so workers were always at risk of injury. Children were often employed to climb under or between machines to keep them operating, so they were in particular danger.

aud-0511

SOURCE 2 From an interview with James Patterson, a factory worker, before a parliamentary committee, June 1832

I worked at Mr. Braid's Mill at Duntruin. We worked as long as we could see. I could not say at what hour we stopped. There was no clock in the mill. There was nobody but the master and the master's son had a watch and so we did not know the time. The operatives were not permitted to have a watch. There was one man who had a watch but it was taken from him because he told the men the time.

aud-0512

SOURCE 3 From an interview with former factory worker Sarah Carpenter, published in *The Ashton Chronicle*, 23 June 1849

There was a young woman, Sarah Goodling, who was poorly and so she stopped her machine. James Birch, the overlooker, knocked her to the floor. She got up as well as she could. He knocked her down again. Then she was carried to the apprentice house. Her bed-fellow found her dead in bed. There was another called Mary. She knocked her food can down on the floor. The master, Mr. Newton, kicked her where he should not do, and it caused her to wear away till she died. There was another, Caroline Thompson. They beat her till she went out of her mind.

aud-0513

SOURCE 4 From the testimony of Dr Michael Ward before a parliamentary committee, 25 March 1819

I have had frequent opportunities of seeing people coming out from the factories and occasionally attending as patients. Last summer I visited three cotton factories with Dr. Clough of Preston and Mr. Barker of Manchester and we could not remain ten minutes in the factory without gasping for breath. How is it possible for those who are doomed to remain there twelve or fifteen hours to endure it? If we take into account the heated temperature of the air, and the contamination of the air, it is a matter of astonishment to my mind, how the work people can bear the confinement for so great a length of time.

6.4.2 Working in the coalmines

As the development of steam engines allowed for the pumping of water from mines, these mines became much deeper and more hazardous for mine workers. Problems included:

- inadequate ventilation
- the presence of explosive gases
- the need to haul the coal greater distances to the surface.

The lack of ventilation could lead to miners breathing in poisonous gases or coal dust, both of which could lead to serious lung disease. Other gases were likely to explode when exposed to the flame of a miner's lamp, causing death through cave-ins of shafts and tunnels.

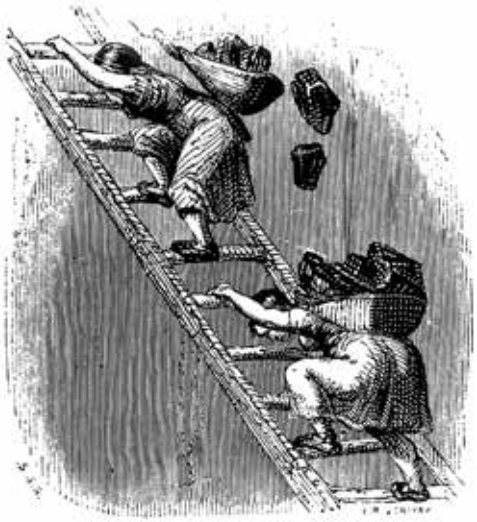
Who worked in the mines?

In the early days of deep-pit mining, coal was mined and brought to the surface using human muscle rather than machinery. Whole families were often employed in coalmines. Fathers and sons would 'hew' (cut) the coal with picks, while mothers and daughters 'hurried' (carried) the coal to the surface. This was done in a number of different ways. Sometimes the younger girls would crawl along narrow tunnels, towing a small cart loaded with coal. Older girls and women would climb ladders and steps with baskets of coal on their backs. These baskets were held in place by a strap around the head, wearing away hair and skin.

SOURCE 5 Coalmines were dark, dangerous places, where miners were exposed to many risks.

SOURCE 6 In the early days of deep-pit mining, human muscle was used to 'hurry' carts of coal through narrow passages, as shown in this nineteenth-century artwork.

SOURCE 7 Older girls and women had the hazardous task of hauling baskets of coal up narrow ladders.



6.4.3 The Mines Commission, 1840–42

In 1840 the British Parliament established a commission to inquire into working conditions in the mines. Over the next two years, many mine workers were called to give evidence, recounting their personal experiences. As a result of the findings of the commission, Parliament passed the *Mines Act 1842*. This changed the law to prevent all girls and women, and boys under 10, from working underground in the mines.

tlvd-10672

SOURCE 8 Testimony of Isabel Wilson, aged 38, before the 1842 Mines Commission

I have been married 19 years and have had 10 [children]; seven are [alive]. When [I worked in the mines] I was a carrier of coals, which caused me to miscarry five times from the strains, and was [very] ill after each … [My] last child was born on Saturday morning, and I was at work on the Friday night. Once I met with an accident; a coal broke my cheek-bone, which kept me idle some weeks. I have [worked] below 30 years, and so has my husband; he is getting touched in the breath now.

SOURCE 9 Testimony of Jane Johnson, aged 26, before the 1842 Mines Commission

I could carry 2 hundredweight [just over 100 kilograms!] when 15 years of age but I now feel the weakness upon me from the strains. I have been married near 10 years and had 4 children; have usually (worked) till within one or two days of the children's birth. Many women lose their strength early from overwork and get injured in their backs and legs; was crushed by a stone some time since and forced to lose one of my fingers.

SOURCE 10 Testimony of Agnes Kerr, aged 15, before the 1842 Mines Commission

… [I] make 18 to 20 journeys a-day; a journey to and fro is about 200 to 250 fathom [one fathom equals 1.8 metres]; have to ascend and descend many ladders; can carry 1.5 hundredweight [approximately 76 kilograms]. I do not know how many feet there are in a fathom …: know the distance from habit; it is sore crushing work; many lassies cry as they bring up the burdens. Accidents frequently happen from the tugs breaking and the loads falling on those behind and the lasses are much (inflicted) with swelled ankles. I cannot say that I like the work well; for I am obliged to do it.

DID YOU KNOW?

Because of the high temperature in the coalmines, miners wore little or no clothing. When Parliament passed the Mines Act in 1842, the moral question of women and men working together in these circumstances was an important issue. The record of the debates in Parliament indicates that the fact that young girls were working in the presence of 'near-naked' men was seen to be a bigger problem by members of Parliament than the harsh working conditions.

SkillBuilders to support skill development

- 1.9 Analysing different perspectives

6.4 SKILL ACTIVITY: Using historical sources, Communicating

If you heard one person make a claim about poor conditions in a workplace you might think they could be exaggerating or overreacting. However, if several people made similar claims over a long period, it might reveal a pattern. It is similar with history. We need to be careful not to take every source at face value, but if similar themes and ideas are repeated it can help build an overall picture of a particular time.

Use **SOURCES 2, 3, 4, 8, 9**, and **10** to see what picture you can build about working conditions in factories and mines.

For each source think about the following:

- **Explain** why you think the testimony is believable or not believable.
- Most of these accounts were given before parliamentary committees that were looking into working conditions. Why do you think so many inquiries were made?
- Do you think the conditions could be exaggerated by the eyewitnesses? Why or why not?
- How does hearing many different yet similar accounts help historians gain a picture of the past?
- **Determine** what is more reliable: a single eyewitness account or several accounts. Why?

6.4 Exercise

learnon

6.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	5, 6, 7, 10	4, 8, 9

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Check your understanding

1. **Decide** whether the following statements are true or false regarding working conditions in early nineteenth-century textile factories.
   a. People typically worked an eight hour shift.
   b. Working conditions were poor with insufficient lighting, poor ventilation and excessive heat.
   c. Machinery did not have safety guards.
2. Why were children in these factories in particular danger?
   A. They were beaten severely for stealing.
   B. They moved between and under machinery while it was operating.
   C. They had to work long hours just like the adult workers.
   D. They were not paid.
3. Whole families were often employed in coalmines, including fathers, mothers and children. True or false?
4. In addition to mine workers, mine managers and owners would have been called to give evidence before the Mines Commission of 1840–42. **Predict** how their accounts might differ from the workers.
5. **Describe** the consequences of the Commission's findings.

Apply your understanding

Using historical sources

6. Examine **SOURCE 1** and answer the following.
   a. **Identify** two examples of the unhealthy nature of the atmosphere in the factory.
   b. **Identify** two examples of the work carried out by children in the factory.
   c. **Describe** the method used to drive the machines.
   d. **Explain** how we know that factory owners were not interested in the safety of their workers.
7. **Explain** why factory owners would not want their employees to have access to a clock or watch, as indicated in **SOURCE 2**.
8. From the images in **SOURCES 5, 6** and **7**, **identify** and **explain** three possible sources of injury to mine workers.
9. Did pregnant women receive any special treatment while working in the mines? **Justify** your answer with evidence from **SOURCES 8** and **9**.
10. In **SOURCE 8**, Isabel Watson describes her husband as being 'touched in the breath'. **Explain** what you think she means by this statement.

LESSON
6.5 How were children exploited and protected?

LEARNING INTENTION

By the end of this lesson you should be able to describe the working conditions experienced by children in factories and mines during the Industrial Revolution.

TUNE IN

In modern Australia we are lucky enough that the overwhelming majority of children attend school. That was certainly not the case during the Industrial Revolution. It was not unusual for children to be working in extremely unsafe environments.

SOURCE 1 gives you some idea of what conditions might have been like.

1. What obvious dangers can you see in the image?
2. What might be some unseen dangers?
3. What would it take for you to work in a place like this?

SOURCE 1 A young trapper opening the door for a truck of coal pushed by children

6.5.1 Children in the textile factories

In the eighteenth century it was normal practice for children to work to help support their family. In agricultural or domestic work situations this had often been under the supervision of parents, who could have some influence over the type of work carried out by their children. This changed in the early years of the Industrial Revolution. Children who worked in factories and mines were subjected to harsh and often brutal conditions.

Owners of textile mills were quick to recognise that they could employ children for lower wages than adults. Indeed, children often outnumbered adults in factory work. It has been estimated that in 1788 more than two-thirds of employees in cotton mills in England and Scotland were children. While older children and teenagers could often take charge of running a spinning or weaving machine, it was the work carried out by younger children that was the most dangerous.

Piecers and scavengers

Children employed as 'piecers' were required to lean over the spinning machine and repair broken threads. They had to do this while the machine was running, and often had more than one machine to watch. It is estimated that a piecer looking after a number of machines could walk as much as 30 kilometres a day. Other children were employed as 'scavengers'. They had to crawl under machines collecting loose cotton and other waste. This task, also performed while machines were running, was particularly dangerous.

aud-0514

SOURCE 2 From *A Narrative of William Dodd, A Factory Cripple*, 1841

At the age of six I became a piecer … each piecing requires three or four rubs, over a space of three or four inches; and the continual friction of the hand in rubbing the piecing upon the coarse wrapper wears off the skin, and causes the finger to bleed. The position in which the piecer stands to his work is with the right foot forward, and his right side facing the frame. In this position he continues during the day, with his hands, feet, and eyes constantly in motion … the chief weight of his body rests upon his right knee, which is almost always the first joint to give way … my evenings were spent in preparing for the following day — in rubbing my knees, ankles, elbows, and wrists with oil, etc. I went to bed, to cry myself to sleep.

aud-0515

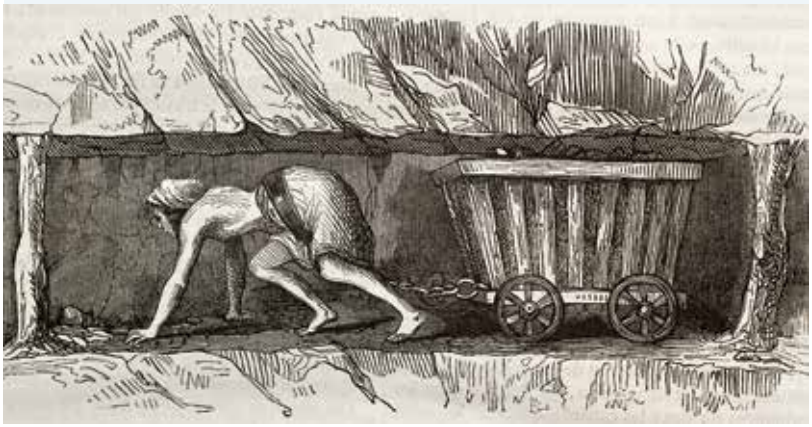
SOURCE 3 From F. Trollope, *Michael Armstrong, the Factory Boy*, 1840

A little girl about seven years old, whose job as scavenger was to collect incessantly from the factory floor, the flying fragments of cotton that might impede the work … while the hissing machinery passed over her, and when this is skilfully done, and the head, body, and the outstretched limbs carefully glued to the floor, the steady moving, but threatening mass, may pass and repass over the dizzy head and trembling body without touching it. But accidents frequently occur; and many are the flaxen locks, rudely torn from infant heads, in the process.

6.5.2 Children in the mines

Children in coalmines were employed as 'hurriers' and 'trappers'. Hurriers were required to carry baskets or tow trucks of coal to the surface. Girls as young as six or seven could be employed in this way, and would continue this work into their teens. The belt or chain around a girl's waist could damage the pelvic bones, and many women who worked in the mines as children later died in childbirth.

SOURCE 4 This sketch of a young person pulling a truck full of coal was created c. 1842.



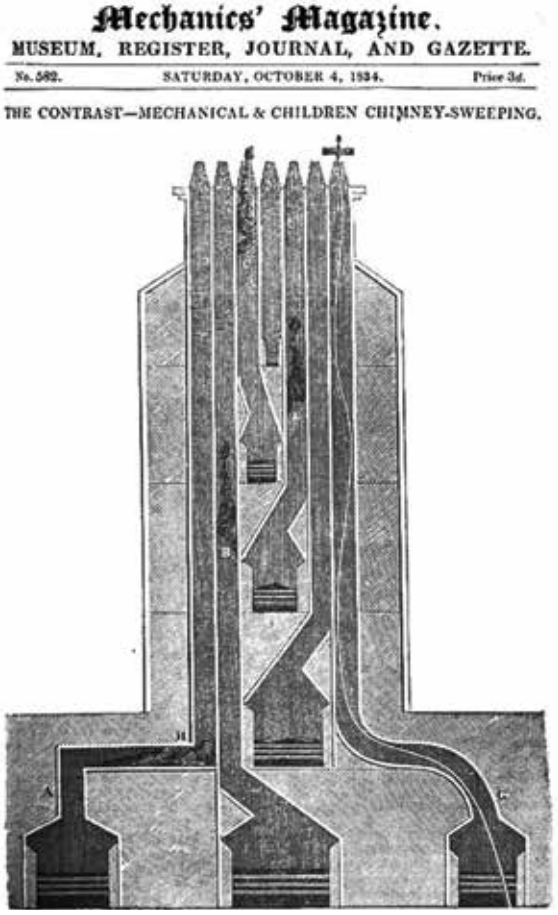
Children as young as four or five were employed as trappers. Their job was to open and close the ventilation doors in the underground tunnels to allow the hurriers pulling their carts to pass through; they often sat in the dark for up to 14 hours a day.

6.5.3 The 'climbing boys'

Another occupation that employed large numbers of children, some as young as six, was that of chimney sweep. A sweep would employ a number of young boys, known as 'climbing boys', to climb up into chimneys and clean them with a hand brush or metal scraper. It was a dangerous and dirty job. Many choked to death from breathing in the dust and soot, while others were injured by falling or by becoming stuck in narrow chimneys.

SOURCE 5 Young boys employed as chimney sweeps worked in dangerous and dirty conditions.

SOURCE 6 An 1834 publication showcasing the advantages of mechanical chimney-sweeping. The letters indicate the areas and ways in which a 'climbing boy' could be stuck.


Mechanics' Magazine.
MUSEUM, REGISTER, JOURNAL, AND GAZETTE.
No. 582. SATURDAY, OCTOBER 4, 1834. Price 3d.
THE CONTRAST—MECHANICAL & CHILDREN CHIMNEY-SWEEPING.

6.5.4 Was anything done to protect children?

It may seem that the exploitation of children during the Industrial Revolution went on with no intervention, but that is not entirely true. To address the issue of 'climbing boys' the British Parliament passed laws in 1788, 1834, 1840 and 1864 that aimed to control the employment of chimney sweeps, but most of these laws were ignored and difficult to enforce. It was not until after 1875, when the police gained the power to actually enforce these laws, that the practice of employing young boys in this way was finally stopped.

DISCUSS

Child labour is still a reality in many parts of the world today. In small groups discuss what might be done to solve this issue. From your discussion, come up with three possible solutions.

6.5 SKILL ACTIVITY: Historical perspectives and interpretations

Despite child labour being a reality in many areas of the world today, we tend to see it as something quite detached from our society. But, during the Industrial Revolution, families often relied on every member working in order to survive.

Working with a partner, complete the following tasks.

1. **Outline** what the attitudes of each of the following individuals might have been towards child labour in the 1830s:
   - **a.** a factory or mine owner
   - **b.** working-class parents of young children
   - **c.** working-class children
   - **d.** members of Parliament in favour of reform to factory and mine working conditions.

2. **Predict** what their attitude would have been to the introduction of laws that restricted child labour. Would it have been relief, frustration or uncertainty?
3. Why do you think early Factory Acts only reduced rather than abolished child labour? **Explain** your view.

6.5 Exercise

learnon

6.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 5	4, 6, 7	8, 9, 10

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Check your understanding

1. Why was the employment of children so attractive to the owners of textile factories?
   - A. Children were more obedient, so they worked better.
   - B. It helped lower costs: all the family members worked together and were therefore more content, which increased their productivity.
   - C. It raised costs through cheap labour.
   - D. It lowered costs through cheap labour.
2. **Identify** the roles of children in textile factories and coalmines.
   - a. _____ were children who had to repair broken threads on the machines.
   - b. _____ were children who crawled under the machines gathering up loose cotton and other waste.
   - c. _____ carried heavy baskets or towed trucks of coal to the surface.
   - d. _____ opened and shut ventilation doors as the carts were pulled through the underground tunnels.
3. What were the risks faced by young girls employed as hurriers in coalmines?
   - A. They got lung disease from the gases.
   - B. Damage to their backs. Later in life they often suffered from arthritis.
   - C. Damage to their pelvic bones. Later in life many of them died in childbirth as a result of this injury.
   - D. Their limbs were crushed.
4. What hazards faced by climbing boys are evident in **SOURCE 6**?

Apply your understanding

Using historical sources

5. From **SOURCE 2**, **identify** the main types of injuries that could be suffered by piecers in a textile factory.
6. Using **SOURCE 3**, **explain** why the job of scavenger in a textile factory was so dangerous.
7. The artists who drew **SOURCES 3** and **4** were attempting to present the negative side of child labour in coal mines. **Explain** how each artist has achieved this in their drawings.
8. **Analyse** what impression the artist was trying to create in **SOURCE 5. Explain** how this has been achieved.
9. The drawings in **SOURCES 1** and **4** were originally published in the report of the Parliamentary Mines Commission in 1842. **Consider** why the Commission would have included drawings of this type in its official report.

Historical perspectives and interpretations

10. In rural communities children had helped with many different tasks, so the employment of children was not new. **Discuss** why child labour became more of a problem during the Industrial Revolution.

LESSON
6.6 How did the Industrial Revolution create urbanisation?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of overcrowding, caused by the rapid growth of industrial cities, on the health and wellbeing of people in urban areas.

TUNE IN

The birth of the modern world from the Industrial Revolution does not seem to have been a 'clean' process. The cost of modernisation was at times high, with pollution and poor working conditions common.

SOURCE 1 provides a particularly grim perspective of the impacts of industrialisation on a city.

What details can you see that reveal some people are becoming very wealthy through this process?

SOURCE 1 From Alexis de Tocqueville, a French aristocrat writing about Manchester in 1835

A sort of black smoke covers the city. Under this half-daylight 300 000 human beings are ceaselessly at work. The homes of the poor are scattered haphazard around the factories. From this filthy sewer pure gold flows. In Manchester civilised man is turned back almost into a savage.

6.6.1 Urbanisation and overcrowding

Increases in population during the late eighteenth and early nineteenth centuries occurred mostly in the Midlands and north of England and in the Lowlands of Scotland and southern Wales. Towns and cities grew most quickly close to coal and iron deposits, as these were also the major areas of factory development.

Industrialisation led to the rapid growth of British cities and large towns. In the first 30 years of the nineteenth century, cities such as Birmingham and Sheffield doubled in population. The population of Manchester, Liverpool, Leeds and Glasgow more than doubled during this time. Urban growth occurred without planning or government supervision. Much of the housing was built by factory owners, to be rented out to workers. Wanting to keep costs down, housing was often poorly constructed, with as many houses as possible built on one site. Some families rented older houses that had previously belonged to the wealthier classes. In such cases, each family was often crowded into one room for cooking, eating and sleeping.

tlvd-10673

SOURCE 2 From a letter to a parliamentary inquiry in 1840, written by Dr Roberton, a Manchester surgeon

Manchester is a huge overgrown village, built according to no definite plan. The homes of the work-people have been built in the factory districts. The interests and convenience of the manufacturers have determined the growth of the town and the manner of that growth, while the comfort, health and happiness [of the workers] have not been considered. Manchester has no public park or other ground where the population can walk and breathe the fresh air. Every advantage has been sacrificed to the getting of money.

SOURCE 3 From Dr William Duncan, *Report on the Sanitary Condition of Liverpool*, 1839

In the streets inhabited by the working classes, I believe that the great majority are without sewers, and that where they do exist they are of a very imperfect kind unless where the ground has a natural inclination, therefore the surface water and fluid refuse of every kind stagnate in the street, and add, especially in hot weather, their pestilential influence to that of the more solid filth … the only means afforded for carrying off the fluid dirt being a narrow, open, shallow gutter, which sometimes exists, but even this is very generally choked up with stagnant filth.

6.6.2 Housing and sanitation

Houses were built with the cheapest possible materials and were often built back to back and without any gardens. Amenities that we take for granted, such as water supply, were ignored. Streets were narrow, with poor drainage, and were filled with rubbish and raw sewage. There were no sewerage pipes to remove waste and no council rubbish collection as we know today. Groups of houses relied on **cesspits** for the disposal of sewage, but overcrowding meant that these frequently overflowed, contaminating rivers and wells that were the only sources of drinking water. Diseases such as **cholera** and **typhus** were common and spread quickly through densely populated urban areas.

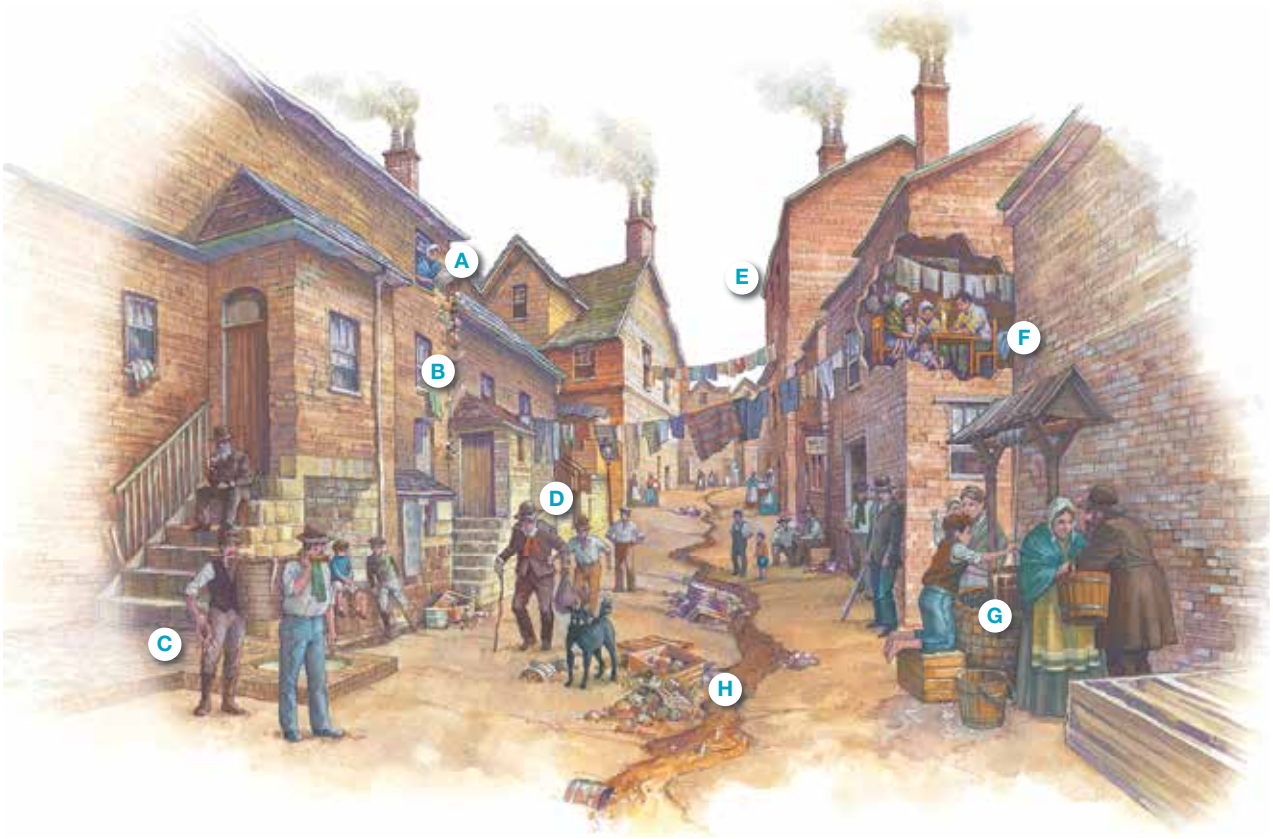
cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

cholera a bacterial disease of the intestines, causing vomiting and diarrhoea. It is transmitted through contaminated water and can lead to death through dehydration.

typhus a fatal disease spread through the bites of lice and fleas

int-5625

SOURCE 4 Most factory workers lived in poor-quality, overcrowded housing without sanitation.



- **A** Rubbish was thrown into the street and left to rot, as there was no organised rubbish collection.
- **B** Houses had small windows or no windows at all.
- **C** Sewage was collected in cesspits, which were emptied by 'nightmen', although not always as regularly or often as necessary.
- **D** Crime, such as pickpocketing, flourished in these squalid conditions.
- **E** Houses were of poor quality, built using the cheapest possible materials.
- **F** Families were often crowded into a single room.
- **G** There was no piped water supply, so water was collected from communal wells or nearby rivers.
- **H** Streets were no more than narrow lanes, with open drains running down the middle.

DID YOU KNOW?

In 1696 the English Parliament introduced a Window Tax, which taxed all houses based on the number and size of their windows. This tax was not removed until 1851, so most builders providing cheap housing in the first half of the nineteenth century used as few windows as possible. Lack of light and fresh air made living conditions even more unhealthy.

6.6 SKILL ACTIVITY: Using historical sources

Your task is to consider the usefulness and reliability of **SOURCES 2** and **3** for historians studying early urbanisation. Use the following questions to practise your source evaluation skills:

1. **Identify** the two main criticisms Dr Roberton expressed in **SOURCE 2** in relation to the planning and layout of Manchester.
2. **Analyse** how Dr Duncan describes the sanitary conditions in Liverpool in **SOURCE 3**. What key words or quotes best illustrates his description?
3. **Explain** why the observations in **SOURCES 2** and **3** could be reliable for historians.
4. **Examine** if there any ways in which **SOURCES 2** and/or **3** could be limited. Is there anything that they cannot tell us?
5. Overall, **decide** how useful these sources are to gain some insight into early urbanisation in England. **Discuss** your thoughts in pairs or small groups before reporting back to the class.

6.6 Exercise

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6.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	5, 6, 7	8, 9

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Check your understanding

1. The population of cities such as Birmingham, Manchester and Leeds grew so rapidly in the first 30 years of the nineteenth century due to workers coming to work in the farms located there. True or false?
2. **Identify** two ways in which the builders of houses in factory towns kept costs down.
   - **A.** By cramming as many houses as possible onto the available site
   - **B.** By following strict government rules for building
   - **C.** By not using architects
   - **D.** By using cheap building materials
   - **E.** By providing communal gardens rather than individual gardens
3. **Select** the appropriate words from the following table to fill the gaps and complete the paragraph below about housing in industrial towns.

newer	wealthier	family	lower
one	ample	child	older

Some families rented _____ houses that had previously belonged to the _____ classes. In these cases, each _____ was often crowded into _____ room for cooking, eating and sleeping.

4. **Describe** how people living in these areas disposed of their rubbish and human waste.
5. **Identify** why disease would have spread quickly in towns such as Manchester and Liverpool.

Apply your understanding

Using historical sources

6. Use **SOURCE 4** to **identify** five features of nineteenth-century industrial cities and towns that would have made them unpleasant places to live in.
7. **Identify** the differences and similarities in living conditions that a family might notice when moving from a small country village to a large industrial city.

Historical perspectives and interpretations

8. **Analyse** why crime might have flourished given the conditions that prevailed in large cities in the nineteenth century.
9. **Identify** what is meant by the term 'urbanisation'. **Elaborate** on why you would expect there to be a strong connection between industrialisation and urbanisation.

LESSON
6.7 How did the Industrial Revolution help create the slave trade?

LEARNING INTENTION

By the end of this lesson you should be able to give an overview of the slave trade in the eighteenth and nineteenth centuries, and draw conclusions about the impact of the cotton industry on slavery.

TUNE IN

In 1787 Thomas Clarkson formed the Society for the Abolition of the Slave Trade, fifteen years after the Mansfield Judgement declared slavery illegal in England. However, it would be 75 years before slavery was finally ended in the United States.

SOURCE 1 The emblem of the Society for the Abolition of the Slave Trade

1. What do you think is the meaning of the phrase 'Am I not a man and a brother?' in **SOURCE 1?**
2. What do you think of when you hear the word 'slavery'?
3. **Abolition** with regard to slavery, meant the ending of legal slavery. Do you think slavery has been abolished completely around the world in the modern world?

abolition the end of legal acceptance of slavery

6.7.1 The origins of the slave trade

Slavery has existed for thousands of years. Many different civilisations around the world have used, and sometimes even still use, slavery in one form or another. But it was only after the arrival of Europeans in the Americas in the late fifteenth century that the slave trade became an **intercontinental** industry. Over the next four hundred years, millions of slaves were transported from Africa to support the industry and economies of America and much of Europe. Slavery helped build the wealth of America and England, but the slaves themselves saw none of that wealth.

intercontinental involving or occurring between two or more continents

New Spain Spanish territories in the New World, including much of North America

When Christopher Columbus reached the Caribbean island of Hispaniola in 1492 he immediately saw the prospective wealth that the New World could bring to Europe. After leaving Spain he had sailed along the coast of Africa and he already had Africans working on his ship. As Spanish settlers began to follow Columbus to make their wealth in the Americas, they realised they needed large numbers of workers. In the early years of the New World, when the Spanish were the most numerous Europeans there, many among the local populations of Native Americans were killed or reduced to slavery.

The slaves were used for labour in South America and to help build the empire of **New Spain** as it expanded northwards. Most were put to work in the goldmines. Facing 18-hour days, six days a week, in terrible conditions, thousands were worked to death or died of starvation or beatings. Thousands more died from introduced diseases, brought by the Europeans, against which the native population had little resistance or immunity. Replacements were needed so African slaves, who had already had contact with Europeans and had built some resistance to European diseases, were transported to New Spain.

When the English began to establish plantations in the Caribbean islands and the American mainland to grow sugar, cotton and tobacco, they too imported slaves from Africa. They saw the native population as unsuitable for labour and besides, as in New Spain, they were quickly being used up through disease and overwork. African slaves soon became a vital part of the economy of the Americas.

SOURCE 2 shows the importance placed on slavery by one English plantation owner. Some European labourers and convicts were put to work, but in general European servants were hard to find. Most had come to America to work for themselves, not for someone else. Soon African slaves became household servants as well as manual labourers.

SOURCE 2 Emanuel Downing, a plantation owner from Massachusetts, 1645

I do not see how we can thrive until we get a stock of slaves sufficient to do all our business.

SOURCE 3 Gathering of slaves in Africa, before transportation, created in 1845

6.7.2 Kidnapped and traded

Early European slave traders raided the African coast and kidnapped any able-bodied Africans they could capture. Sometimes they tempted their victims close to the ships with displays of brightly coloured cloth or decorated beads. Later they developed trading arrangements with African tribal chiefs who raided weaker tribes in the interior and

brought the slaves they captured to the coastal depots set up by European slavers. Here slaves would be held until there were enough to fill a slave ship. Once sold, slaves were branded with a red-hot iron to indicate who had bought them. Europeans established coastal forts to protect the valuable trade.

6.7.3 The Middle Passage

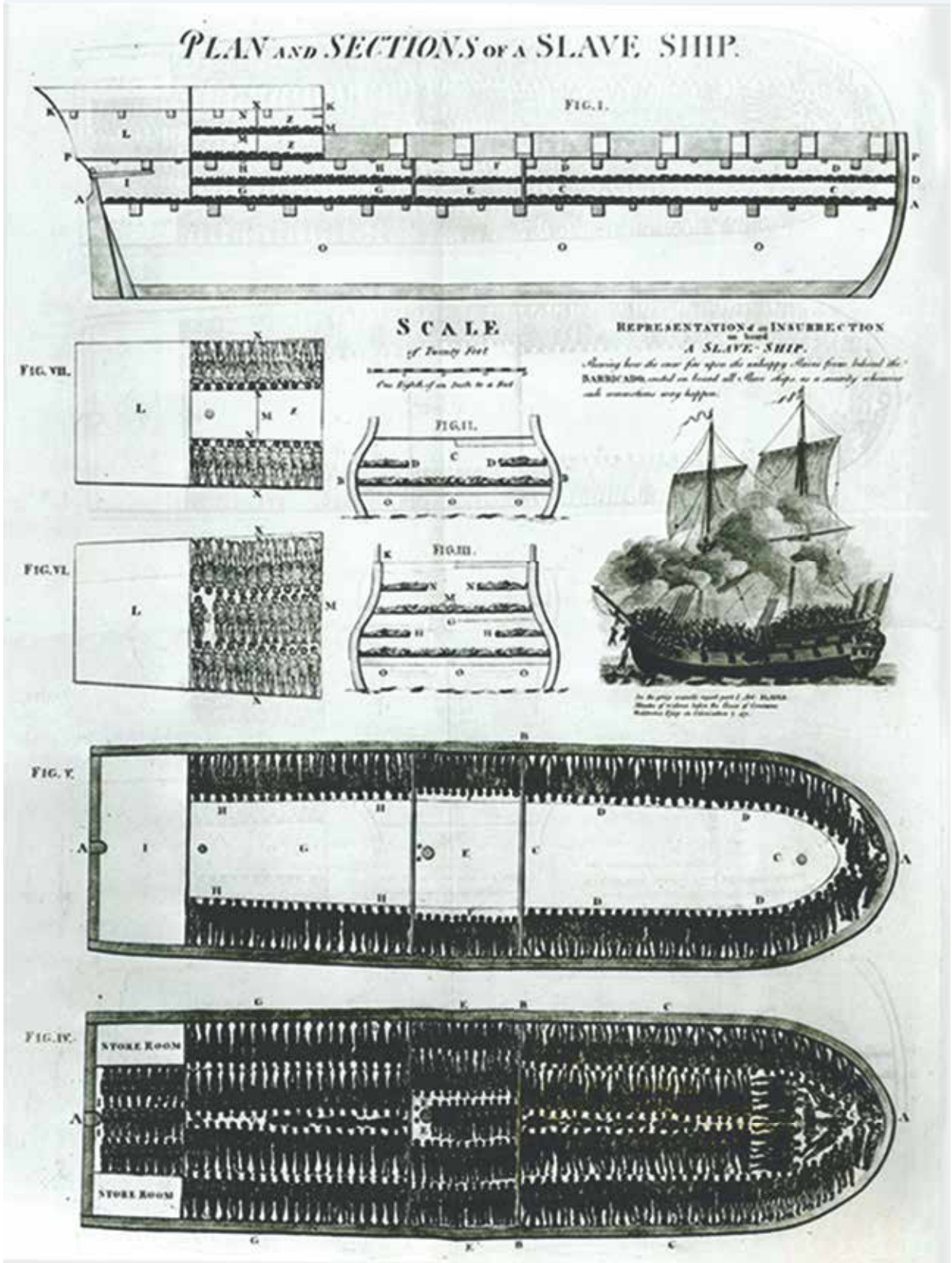
The route taken by slave ships across the Atlantic Ocean forms a rough triangle, hence the Atlantic slave trade is often referred to as the Triangular Trade. Ships left Europe with goods to sell in West Africa. There they sold the goods and filled their ships with slaves. The map in **SOURCE 4** shows the main route of the Triangular Trade. This 'cargo' was packed tightly in the ship's holds for the terrible Middle Passage, crossing the Atlantic Ocean to the Americas (see **SOURCE 5**). Conditions on slave ships were appalling. Those who did not survive the journey, perhaps as many as one-quarter of the total, were simply thrown overboard. For the final leg of the triangle the ships were loaded with goods and raw materials such as sugar, rum, cotton and tobacco to be sold on their return to Europe. These raw materials would be processed in Britain and then sold for profit.

tlvd-10674

SOURCE 4 This map shows the route the slave ships took in the Triangular Trade.

Source: Map drawn by Spatial Vision.

SOURCE 5 This plan of a slave ship from 1789 shows how tightly packed the slaves were.



6.7.4 Sold

As slave ships arrived at ports in the Caribbean and along the coast of North America, plantation owners would gather to make their purchases. Posters like the one shown in **SOURCE 6** advertised upcoming ship arrivals, detailing the number of slaves available and their state of health. There were generally two ways in which a slave sale would take place. The first, referred to as a 'scramble', must have been particularly terrifying for the slaves. Upon arrival in port the slaves were herded together either on the deck of the ship or in a nearby auction yard. Buyers paid a fixed amount before the sale and at a given signal rushed at the slaves, grabbing as many as they could. In the process families would often be separated, husbands from wives, parents from children.

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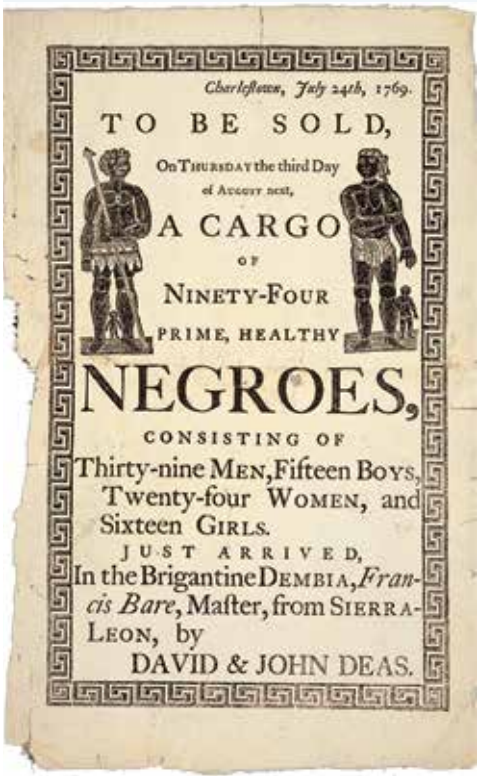
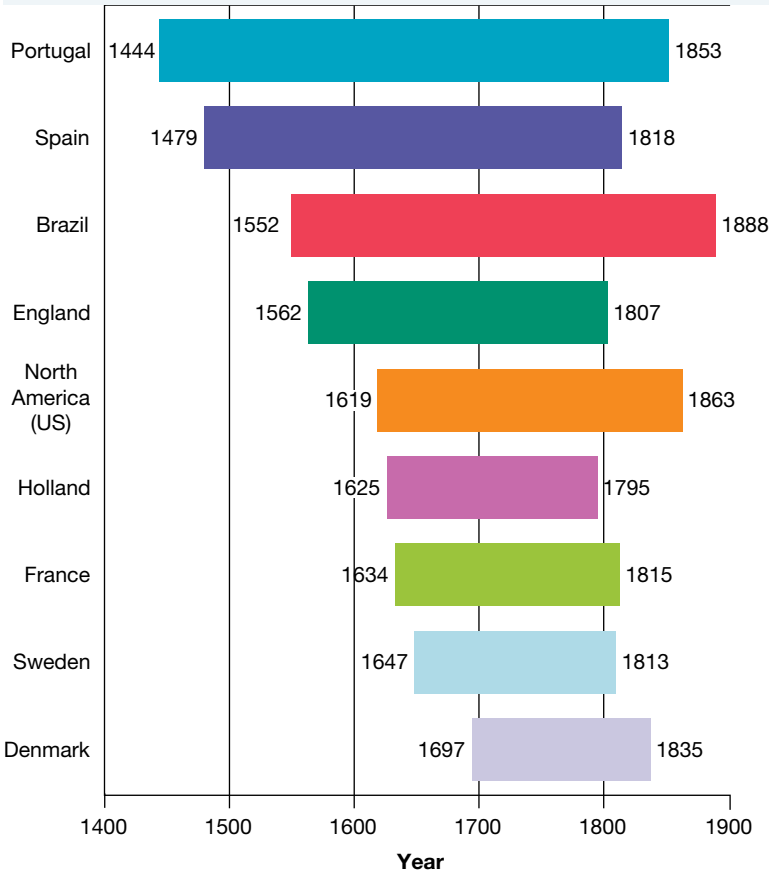
SOURCE 6 A poster advertising an upcoming slave sale



SOURCE 7 A chart showing the approximate time that different countries became engaged in the slave trade



The other type of sale took place at an auction at which individual slaves were sold to the highest bidder (see **SOURCE 8**). Slaves were made to stand on a raised platform so they could be inspected by prospective owners. Their teeth would be examined to check their health. Signs of beatings could lower the price because they suggested a poor worker or potential escapee. In reality, scars were more likely to be a sign of violent abuse than of insolence. Sometimes unscrupulous doctors would buy weak or sick slaves in the hope of strengthening them and selling them on for a profit.

During the entire ordeal the slaves themselves knew nothing of what was going to happen to them. Once sold, they were often given a new name and branded a second time by their new owner before being sent to work.

Precise figures are unknown, but it is believed that some 12.5 million slaves were transported from Africa, with approximately 10.7 million surviving the Middle Passage to disembark in the Americas.

SOURCE 8 This painting by German artist Friedrich Schulz illustrates what a slave auction in the southern states of the United States may have looked like.

SOURCE 9 'Price, Birch & Co., dealers in slaves' — slave auction house, Virginia c. 1860.

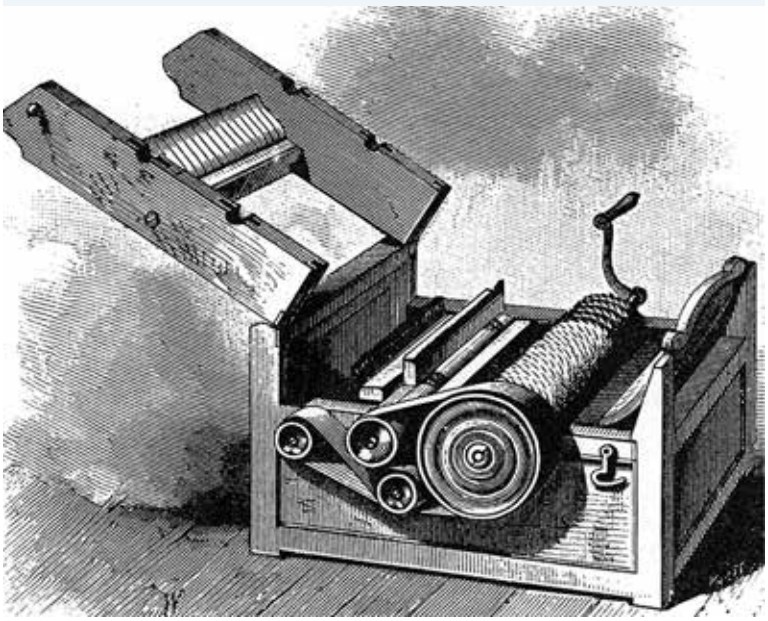
6.7.5 'King Cotton'

The Industrial Revolution improved the lives of millions of people around the world. Mass-produced goods became more accessible and cheaper to buy. But while life was made easier for some, for many others the changes meant only a life of back-breaking labour.

The Industrial Revolution resulted in a massive boost to the textile industry in Britain. As mechanisation increased, the need for raw materials grew. Textiles became Britain's largest export, and the textile mills demanded more and more cotton. Until the early 1800s, Britain's cotton came mainly from India, but India was now unable to keep up with the demand. So Britain turned to the southern states of the United States, where cotton was a growing industry.

The long, hot summers and rich soils of the South were ideal for cotton production, but the work in the cotton fields was brutal. After the cotton was picked, slaves had to separate the seeds from the cotton fibre. This was very labour intensive: a slave working from dawn until dusk would be able to process about half a kilogram of cotton. In 1793 an inventor named Eli Whitney invented a machine that removed the seeds automatically (see **SOURCE 10**). With the cotton engine, or 'cotton gin' as it was called, a slave could seed more than 20 kilograms of cotton in a day — about forty times as much as before the invention.

SOURCE 10 Eli Whitney's cotton gin



Whitney could not have foreseen the consequences of his invention as its use became widespread in the American cotton fields. It certainly made cotton processing easier for the slaves, but this massive increase in production meant the demand for slaves also increased. Cotton quickly became the backbone of the economy in the southern United States, overtaking both tobacco and sugar. The southern states produced 75 per cent of the world's cotton.

The expression 'King Cotton' was used by southern politicians to illustrate its economic importance. Between 1820 and 1860 cotton production increased seventeen-fold and the number of slaves increased by 250 per cent, despite the fact that half of all babies born to slaves died in infancy. Interestingly, only around a quarter of southern farmers actually owned slaves, but slavery was so important to the economy of the South that any opposition to it was regarded almost as treason and the practice was not formally abolished in the United States until Abraham Lincoln signed the Emancipation Proclamation in July 1863. Even then, it would continue in many forms for many decades

6.7.6 Life on the plantation

Of every 100 slaves taken captive in Africa, about 25 died before being put to work. Another third of those who survived long enough to reach a plantation died within two years. The survivors experienced the

process called ‘seasoning’ during which they learned their roles and grew to fear the slave drivers. Punishment for wrongdoing was harsh. For any sign of resistance to cruel treatment or for working too slowly, slaves were lashed or made to walk a **treadwheel**. The other slaves were often forced to witness the punishments, which were supposed to be a deterrent. **SOURCE 11** recalls one instance of a slave being punished.

treadwheel a punishment device, also called the ‘everlasting staircase’, comprising a large, iron-framed, hollow cylinder with wooden steps. As the device rotated slaves were forced to keep stepping forward.

aud-0516

SOURCE 11 Description of a flogging from C. Bull, *Slavery in the United States*, 1836

I had often seen black men whipped, and had always, when the lash was applied with great severity, heard the sufferer cry out and beg for mercy — but in this case, the pain inflicted was so intense, that Billy never uttered so much as a groan. The blood flowed from the commencement, and in a few minutes lay in small puddles at the root of the tree. I saw flakes of flesh as long as my finger. When the whole five hundred lashes had been counted the half dead body was unbound and laid in the shade of the tree upon which I sat.

Slaves’ living quarters were very simple. Sometimes the plantation owner would provide basic quarters, but often the slaves would have to build their own. There was little furniture and beds were simply straw or rags on the ground. Slaves who worked as house servants usually had better quarters and food than those who worked in the fields.

int-5628

SOURCE 12 A modern artist’s reconstruction of a typical cotton plantation

A Slaves often had to build their own small quarters.
B Baled cotton was transported on carts.
C Cotton was also transported on barges.
D Labour on a cotton plantation was back-breaking.
E Slave drivers oversaw work on the plantation.

6.7 SKILL ACTIVITY: Questioning and researching

1. Form into small groups and assign one of the following people to each group member: Frederick Douglas, Harriet Beecher Stowe, John Newton, Nat Turner, John Brown, Harriet Tubman.
2. Once assigned, **conduct research** into their role in the ending of slavery. In particular, see if you can **determine** whether the individual was recognised as important at the time, or if they were only considered so later. This table could be useful for your group to visualise your findings:

Individual	Recognised importance at the time Give a rating out of 5, from 1 = not recognised, to 5 = considered highly important Explain your score	Recognised importance over time since their lifetime

3. **Discuss** the findings of your research, and **evaluate** whose contributions were considered most significant at the time, and the extent to which that may have changed over time.

6.7 Exercise

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6.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	5, 6, 7	4, 8, 9, 10

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Check your understanding

1. The two types of slave sale that took place are an auction and a scramble. True or false?
2. **Select** three reasons that **explain** why it is difficult to gain accurate figures of the numbers of slaves bought and sold in the slave trade.
   - A. Many slaves died during the journey and were buried at sea.
   - B. The slave traders wanted to keep it a secret.
   - C. The record keeping was inaccurate.
   - D. Slave traders could not count.
3. **Identify** the attitude towards slavery of the plantation owner in **SOURCE 2**.
   - A. Slaves are no use to him at all.
   - B. Slaves deserve their fate
   - C. Slavery is evil
   - D. Slaves are a commodity to help him run his business
4. Specify and **explain** the causes of the Triangular Trade, indicating clearly why people from Africa were transported across the Atlantic Ocean.

Apply your understanding

Communicating

5. **Explain** why slavery became a vital part of the American economy.
6. **Describe** how slave traders took advantage of rivalry between different African tribes.
7. **Outline** why were slaves branded after they were bought.

8. **Identify** why the African slave trade was referred to as the Triangular Trade.
9. **Determine** what **SOURCE 5** suggests about the way slaves were regarded by the slave traders.
10. **Examine SOURCES 4, 5, 7** and **8** to **write** a summary paragraph of the experience of a slave from living in freedom to being sold at a slave market. Refer to specific aspects of the sources as you go.

LESSON
6.8 What happened to those 'left behind'?

LEARNING INTENTION

By the end of this lesson you should be able to explain the difficulties faced by the poor and unemployed during the Industrial Revolution.

TUNE IN

One would like to think that in modern society there are 'safety nets' for those who are very poor. This was the case during the Industrial Revolution, but at times it seemed like the system was designed to punish people for being poor, rather than offer support that could help them end the cycle of poverty.

SOURCE 1 This nineteenth-century painting shows a family living in poverty. Under the Old Poor Law system the workhouse was an unpleasant place to live, but families could at least stay together.

SOURCE 1 gives some impression of what it might have been like to be poor. It is likely that the ill (perhaps dying) man in the image would have been the main income earner for the family.

1. What do you think the woman by the bed is thinking?
2. What might happen to her children?

6.8.1 The Old Poor Law

Various structures for helping the poor had existed in Britain since the Middle Ages. In the 1830s this system was reformed and relief for the poor was restricted largely to those who lived in special institutions called **workhouses**.

By the time of the Industrial Revolution, the poor in England were looked after by a system that had been set up in the late sixteenth century. Each village or **parish** had to take care of its own poor, and those who owned property paid a special tax called the Poor Rate. Some of the money was used to supply food or other necessities for **paupers** living in their own homes. This was called **outdoor relief**.

In some villages or parishes, special places were built to house and feed the poor. Known as workhouses, they were often very crowded, unpleasant places to live. Requiring the poor to live in these places was called **indoor relief**.

workhouse an institution built to house the poor

parish an area of local government centred on the local church, which fulfilled some of the functions that local municipal councils perform in society today

pauper a very poor person

outdoor relief the provision of assistance to the poor while allowing them to remain in their own homes

indoor relief the provision of assistance to the inmates of a workhouse

royal commission a special public inquiry set up by government to investigate a particular issue and to make recommendations for changes in the law

6.8.2 The New Poor Law

Following the Swing Riots of 1830 (see lesson 6.3), the British government set up a **royal commission** to investigate the operation of the Poor Laws. The commission made the following recommendations:

- Outdoor relief should be abolished.
- Only those living in the workhouses should be entitled to any assistance.
- The workhouse should be as unpleasant as possible to discourage anybody capable of working from wanting to live there.

In 1834 Parliament passed the Poor Law Amendment Act to put these recommendations into effect. This set up a system known as the New Poor Law, and 350 new workhouses were built by 1839. The workhouse system continued into the early twentieth century.

aud-0517

SOURCE 2 From a Rochester correspondent to *The Times*, 26 December 1840

Upwards of half-a-dozen girls in the workhouse, some of them verging on womanhood, have at times had their persons exposed in the most brutal and indecent manner, by the Master, for the purpose of inflicting on them cruel floggings; and the same girls, at other times, have, in a scarcely less indecent manner, been compelled by him to strip the upper parts of their persons naked, to allow him to scourge them with birch rods on their bared shoulders and waists, and which, from more than one of the statements from the lips of the sufferers, appears to have been inflicted without mercy. One girl says, 'My back was marked with blood'.

6.8.3 Life in the workhouse

Conditions in workhouses were deliberately made as unpleasant as possible. Under the Old Poor Law, families in workhouses could stay together, but under the new system families were split up. Men and women were kept separate and their children were removed from their care. All inmates of the workhouse, except for the very youngest children, were put to work. This work usually consisted of hand-grinding corn, breaking stones or **picking oakum**.

picking oakum unpicking short lengths of rope coated in tar. Oakum would be rammed between the planks on wooden ships to make them watertight.

SOURCE 3 This nineteenth-century photograph shows women in a workhouse unpicking short lengths of tar-coated rope — a task known as 'picking oakum'.

Imposition of strict rules

The workhouse was run by the Master, who was expected to manage it on a very tight budget. Strict regulations were imposed on the inhabitants of the workhouse, and the Master had the power to impose savage punishment on those who disobeyed the rules. Parents were rarely allowed to see their children and outside visitors were not allowed. Meals were kept to the bare minimum necessary to sustain life and had to be eaten in silence. In Charles Dickens' *Oliver Twist*, young Oliver asks for more food and is punished by being placed in solitary confinement. Children were given very little education and were usually apprenticed out to local employers at an early age. In Dickens' story, young Oliver Twist was to be apprenticed to a chimney sweep but is eventually apprenticed to an undertaker at the age of nine.

SOURCE 4 Workhouse inmates were fed a minimal diet and forced to eat in silence, as shown in this nineteenth-century photograph.

6.8.4 The Andover workhouse scandal

A scandal arose in 1845 over conditions in the workhouse in the town of Andover. The Master, Mr McDougal, was a bully and a drunk who savagely beat small children and regularly raped women under his care. He had kept rations to such a minimum that starving inmates were found to be trying to eat animal bones they were supposed to be grinding up for fertiliser. The story, published in *The Times* newspaper in London, caused a national outcry.

6.8 SKILL ACTIVITY: Using historical sources

The Andover workhouse scandal from section 6.8.4 sounds almost unbelievable. How would you go about verifying the information in that part of the text?

1. Use an appropriate search engine or online database such as Google Scholar to find at least two articles about the scandal.
2. **Compare** and **contrast** the information within them. What details are you able to confirm as reliable or accurate?
3. **Evaluate** the sources themselves. Do they come from reputable and knowledgeable people or institutions?
4. **Discuss** whether you now feel more confident in accepting the information about the Andover workhouse scandal as accurate than you did before you researched it.

6.8 Exercise

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6.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
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Check your understanding

1. Who was responsible for looking after the poor in pre-industrial England?
   - A. The village or parish
   - B. The village minister
   - C. The village doctor
   - D. The local manor lord
2. The Poor Rate was a special tax paid by those who owned property to fund poor relief. True or false?
3. **Explain** the difference between indoor relief and outdoor relief.
4. **Identify** the three main changes brought in with the passing of the New Poor Law.
   - A. Indoor relief was abolished.
   - B. Workhouses were to be made as unpleasant as possible so that no-one who was capable of working would want to live there.
   - C. Workhouses were to be made as pleasant as possible so that anyone would want to live there.
   - D. Outdoor relief was abolished.
   - E. Only those living in the workhouses would be entitled to any assistance.
   - F. Anyone who was poor would be entitled to assistance.
5. **Explain** why there was a deliberate policy to make the workhouse an unpleasant place to live.
6. **Describe** how children were treated in the workhouse.

Apply your understanding

Using historical sources

7. From what you can identify in **SOURCE 2**, **describe** the methods used to make the workhouse as unpleasant as possible.
8. **Identify** two things that **SOURCES 3** and **4** tells us about life in the workhouse.

Communicating

9. **Consider** life for the poor under the Old Poor Law and the New Poor Law.
   - A. **Create** a table to compare conditions under each law.
   - B. Do you think life became easier or harder for paupers after 1834? **Justify** your answer.
10. **Determine** what the treatment of paupers under the New Poor Law tells us about attitudes towards poverty in nineteenth-century Britain. **Evaluate** how this relates to the high value placed on business success and entrepreneurship at this time.

LESSON
6.9 How did people legally, and illegally, challenge the conditions of the time?

LEARNING INTENTION

By the end of this lesson you should be able to explain why protests about working conditions occurred and how they evolved into organised movements.

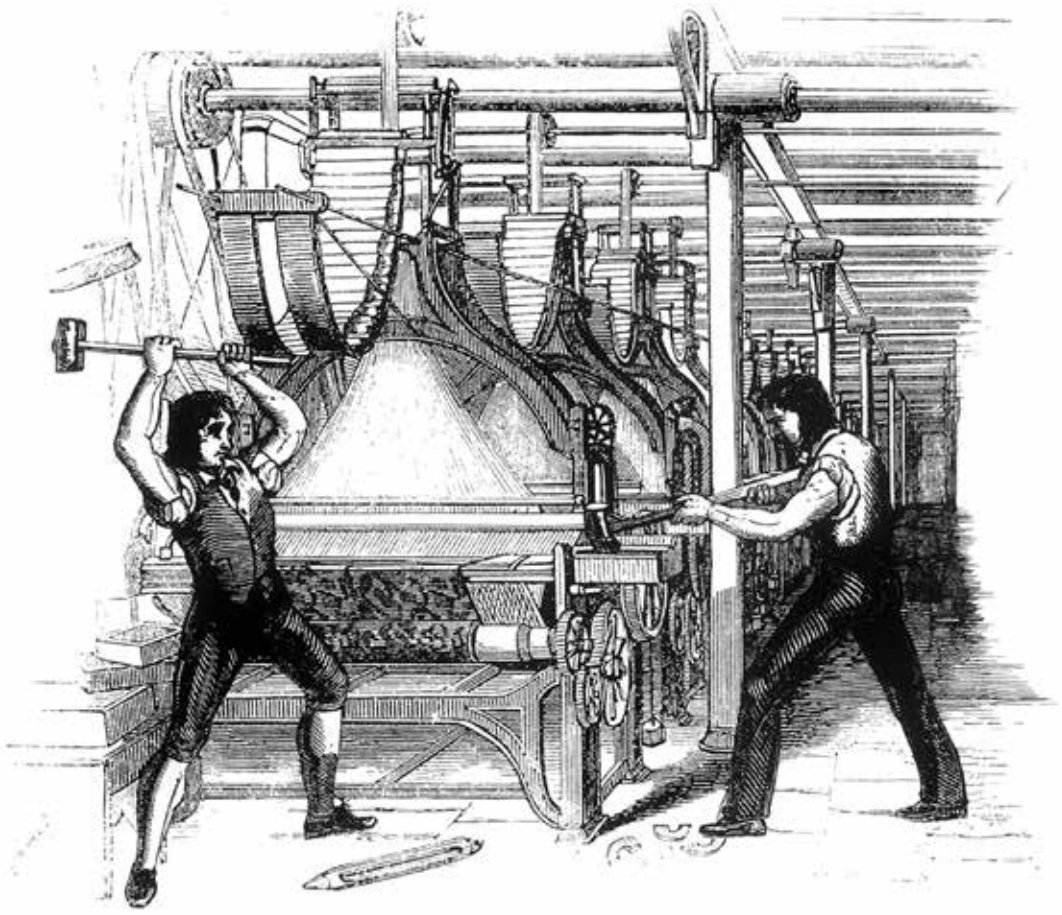
TUNE IN

Around the world today, a key feature of democracy is the right to belong to a union. Unions engage in collective actions for workers, including negotiating pay and conditions. This has not always been the case and, in fact, some convicts were transported to Australia because they tried to form unions. There were also incidents of violence similar to the violence that occurred during the Swing Riots.

SOURCE 1 shows one such example of violence against machinery that had taken over the work people had previously done.

1. What do you think the men in the image are protesting?
2. How effective do you think it would be?

SOURCE 1 This nineteenth-century artwork depicts Luddites smashing power looms in a cotton mill.



6.9.1 Social unrest, protests and riots

As the industrial and agricultural revolutions progressed, many factory, mine and farm workers were dissatisfied with their working conditions. Initially this materialised as protests and even riots, but as the nineteenth century progressed, workers began to organise into unions to work towards improvements in their working lives.

The social upheaval resulting from the agricultural and industrial changes led to a number of protest movements by ordinary working people in the early nineteenth century.

Luddites a group of protesters who expressed their opposition to industrialisation by smashing factory machines

repeal withdrawal of a law or set of laws by Parliament

strike attempt by employees to put pressure on their employer by refusing to work

The Luddites

Many skilled artisans of the old cottage textile industry felt that the use of machines in factories had robbed them of their livelihood. Between 1811 and 1817, groups of these workers protested by destroying the new machines. They were known as **Luddites**, after their probably fictitious leader, King Ned Ludd. In 1811 more than 1000 industrial machines were smashed. Between 1812 and 1813, 14 Luddites were executed and many more were transported to the colonies for life.

Peterloo Massacre

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The most infamous incident of this period was known as the Peterloo Massacre. In August 1819 a group of around 50 000 protesters gathered peacefully at St Peter's Fields near Manchester to demand economic and political reform. They were attacked by mounted troops; 15 were killed and more than 600 seriously wounded. Incidents such as this helped awaken many to the social problems that had arisen from the agricultural and industrial revolutions.

SOURCE 2 An 1819 cartoon depicting the Peterloo Massacre. The officer is calling to his men: 'Remember, the more you kill, the less Poor Rates you'll have to pay, so go to it, lads, show your courage and your loyalty!'

6.9.2 Trade unions

Trade unions had first developed as associations of people who worked in similar trades. They had very little impact until the growth of factories brought large numbers of workers together in one place. Employers in these factories were opposed to the formation of unions that might have campaigned for improved wages or working conditions. They convinced Parliament to pass laws severely restricting union activity.

The Combination Acts

In 1799 and 1800 Parliament passed the Combination Acts, which effectively banned workers from combining to form unions. The Combination Acts were **repealed** in 1824, but a series of **strikes** led to the passing of the Combination Act of 1825. This allowed unions to bargain with employers over wages and hours of work, but banned them from using strike action.

The Chartists

The right to vote for the election of members of the British Parliament had always been restricted to men who owned property worth a relatively substantial value. This meant that the majority of men could not vote, and that no women could vote. In the period after the end of the Napoleonic Wars (1803–1815), many groups were formed to promote the idea of making the vote more democratic. The meeting that led to the Peterloo Massacre was an example of these campaigns.

In 1832, the Parliament passed the Reform Act, which lowered the value of the property that a voter was required to own, and allowed tenant farmers paying rent above a certain level to vote. In the minds of many people this did not go far enough. When the Poor Law Amendment Act was passed in 1834, it further angered many people, because it was seen to be punishing people who had no voting rights.

In 1836 a group of tradesmen formed the London Working Men's Association. Its leaders, William Lovett and Henry Hetherington, had been active in promoting greater rights for the working class. Hetherington had printed a number of newspapers promoting universal adult male **suffrage**.

suffrage the right to vote

In 1838 the association published its People's Charter, which set out six aims. These were:

1. the vote for all men over the age of 21
2. secret ballot at elections
3. no property qualification for members of parliament
4. payment of members of parliament, so that standing for parliament was not restricted to the rich
5. equal-sized electorates, so that each vote had equal value
6. annual elections for parliament.

Supporters of the People's Charter became known as Chartists. A number of large public meetings were then held in various parts of England, Wales and Scotland, supporting the aims of the charter. These meetings were attended by many thousands of working-class people.

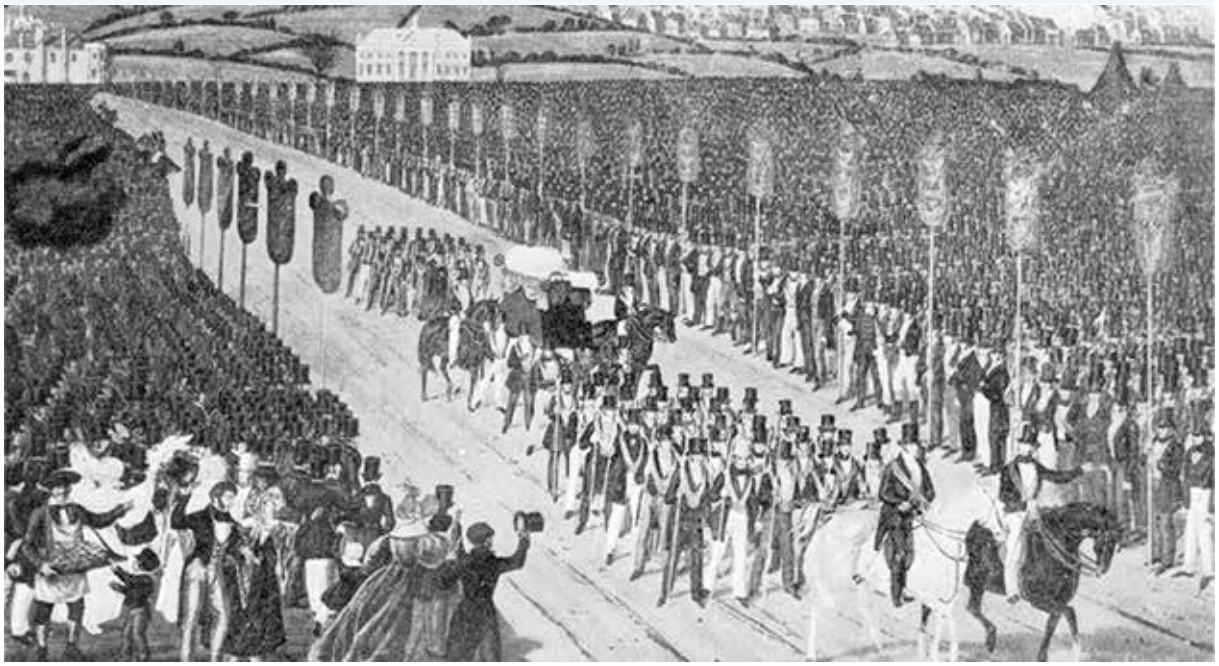
In 1839 the Chartists presented a petition signed by 1.3 million working people, but the parliament refused to hear the petition. Protest marches were held throughout the country, some of which were met with armed troops. Some Chartist leaders were arrested, and Lovett himself spent a year in prison. In 1842 large numbers of workers went on strike in support of improved wages and the principles contained in the People's Charter. Many were arrested and more than fifty Chartists were sentenced to transportation to the Australian colonies. All six aims of the charter, except for annual elections, were eventually adopted within Britain, and have formed the basis for democratic government in many countries around the world.

In fact, British Chartism influenced the Eureka Rebellion at Ballarat, Victoria in 1854; the miners' demands were inspired by Chartist ideals. The first president of the Ballarat Reform League was Welsh-born Chartist John Basson Humffray, and Reform League members Henry Holyoake and Thomas Kennedy, had both been active Chartists in England.

The Tolpuddle Martyrs

In 1834, six farm labourers in the village of Tolpuddle in Dorset were arrested for swearing an oath of loyalty to their union, the Friendly Society of Agricultural Labourers. It was no longer illegal to belong to a union, so they were prosecuted under an obscure law relating to the swearing of oaths. They were sentenced to seven years' transportation to Van Diemen's Land. Outraged public opinion and the presentation of a huge petition to Parliament led to their being pardoned in 1836. They became an important symbol of the right of free association for workers.

SOURCE 3 More than 50 000 trade union members gathered on 21 April 1834 in Copenhagen Fields (outside London) to present a petition to the Prime Minister in support of the Tolpuddle Martyrs.



The New Model Trade Unions

In the 1850s groups of skilled tradesmen set up their own unions, beginning with the Amalgamated Society of Engineers in 1851. These unions provided members with a wide range of services, such as sickness benefits. They attracted strong support and soon became a model for other worker groups. Consisting largely of skilled tradesmen, these unions tended to be quite conservative and concentrated on negotiation with employers, rather than strike action. This helped make unions more 'respectable' in the eyes of many.

Improved legal status

In response to the growth of unions, in 1867 Parliament set up a royal commission to investigate trade unions. The commission found that most 'new model' unions served a useful social purpose and should have legal status. The Trade Union Act of 1871 gave unions many of the same legal rights as businesses, including the right to own property. In 1875, unions in Britain gained the legal right to bargain on behalf of their members, including the right to strike.

The Women's Protective and Provident League

In 1874 Emma Paterson, after her involvement in men's union work, formed the first women's union, the Women's Protective and Provident League. It focused on traditionally female trades including book binding and tailoring and worked to improve pay and conditions for women working in factories. She worked towards improving conditions right up until her death in 1886, aged 38.

One of the most notable strike actions occurred in 1888 at the Bryant and May match factory. Poor working conditions including the health hazards of exposure to white phosphorus during the match making process had been an issue for some time, but the dismissal of three workers for supposedly speaking to a social reformer resulted in 200 workers leaving in protest. After two weeks the strike ended when the sacked workers were reinstated and other demands of the striking workers were met. Subsequently the Union of Women Match Workers was established.

6.9 SKILL ACTIVITY: Communicating

The term 'Luddite' is still used today, but has it evolved from its original meaning?

Investigate what the term means in its modern usage. Is it meant as a compliment or an insult? Under what circumstances might it be used?

Discuss in pairs or small groups whether you think the term is appropriate in a modern setting. **Consider** the extent to which it has changed, or whether it has remained the same.

6.9 Exercise

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6.9 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 6	5, 7, 8	4, 9, 10

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Check your understanding

1. The Peterloo Massacre had no effect on attitudes to social problems that had arisen from the Industrial Revolution. True or false?
2. **Describe** why factory owners were opposed to the formation of unions.
3. What was the purpose of the Combination Acts?
   - A. To allow the combination of worker and employer unions
   - B. To prevent workers from using combine harvesters
   - C. To prevent workers from combining to form unions
   - D. To allow for workhouses to be combined with factories
4. **Explain** the issues that led to the formation of the London Working Men's Association.
5. a. **Outline** the demands included in the People's Charter of 1838.
   b. From which group did the main support for the charter come?
      - A. Middle class
      - B. Aristocracy
      - C. The clergy
      - D. Working class
6. **Summarise** the response of the British government at the time to the demands of the Chartists.
7. **Explain** how trade unions had become an accepted part of society by 1875.

Apply your understanding

Using historical sources

8. **Identify** three features of **SOURCE 2** that suggest to us that the artist was opposed to the actions taken by the troops in the Peterloo Massacre.
9. Consider **SOURCE 3**.
   a. **Analyse** what it tells us about the nature of the protest against the Tolpuddle Martyrs' punishment.
   b. **Consider** why an artist would regard the Tolpuddle Martyrs' protest as an important event to document.

Communicating

10. To what extent do you believe that the development of the People's Charter in 1838 was a major turning point in both British and Australian history? **Justify** your answer.

LESSON
6.10 Why was the French Revolution a turning point in history?

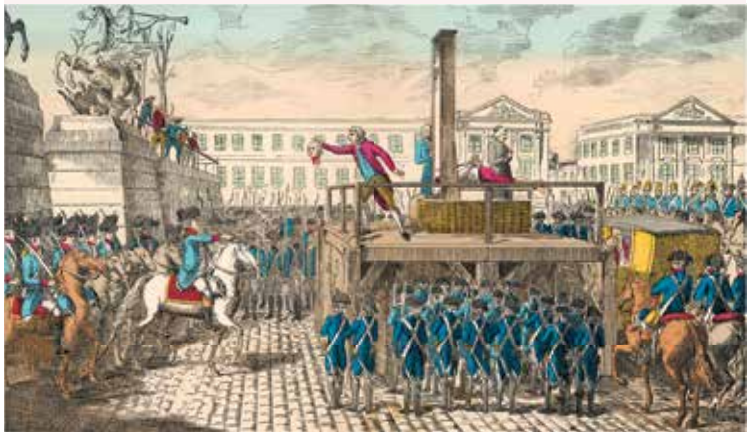
LEARNING INTENTION

By the end of this lesson you should be able to explain the causes and effects of the French Revolution.

TUNE IN

If you have seen any old Hollywood movies set during the French Revolution you will be familiar with scenes depicting bloodthirsty crowds shouting 'Off with his head' as aristocrats and others are brought in carts to be publicly beheaded. **SOURCE 1** depicts a similar scene. But is this all there was to the French Revolution?

SOURCE 1 Artwork showing the execution of Louis XVI, 21 January 1793



Discuss the following:

1. Was the French Revolution just an excuse for bloodletting on a grand scale?
2. Did it have higher ideals and if it did, what were they?

6.10.1 The ancien regime

A revolution brings about a complete change in the power relations between different groups within a society. The French Revolution was the most important political and social event of the eighteenth century because it took away the powers of the old French ruling classes and inspired oppressed peoples outside France. It created equality under the law. Many of the old ruling class lost more than their privileges. They lost their heads to the blade of the **guillotine**.

Under the ancien regime (old order) everyone in France belonged to one of three Estates.

- The First Estate was the clergy of the Roman Catholic Church, which owned much land but did not have to pay taxes.
- The Second Estate was the landowning aristocracy (nobles), who also paid no taxes. Increasingly, they were seen as a greedy class who contributed nothing and lived off the sweat of the peasants.
- The remaining 95 per cent of people belonged to the Third Estate. It included the urban middle classes, workers and the peasants, who formed the biggest class but had no privileges and paid many kinds of taxes.

guillotine device designed to execute people by decapitation (cutting off their heads)

6.10.2 The revolution begins

In the eighteenth century, educated French people began to be influenced by the ideas of Enlightenment thinkers who challenged such notions as the inequality of the three Estates and the claim of kings to rule by **divine right**.

The revolution began when the privileged classes tried to resist reforms. Louis XVI was an **absolute monarch**. However, by 1789, after decades of extravagance and costly wars, France was bankrupt. The only solution was to tax the wealthy classes. But the First and Second Estates rebelled, and the king was forced to call a meeting of the **Estates General**, which had not convened for about 200 years.

The nobles and clergy thought they would be able to keep their privileges because, by tradition, the First and Second Estates could outvote the Third. But Louis XVI agreed that the Third Estate should have twice as many representatives as each of the other two Estates.

When the Estates General met, the Third Estate declared that it represented the nation. It called itself the National Assembly. It was joined by some lower clergy. When Louis ordered the National Assembly to disperse, it refused. Instead it wrote a **constitution**.

The National Assembly succeeded because two other revolutions were taking place in 1789. The sans-culottes were suffering from bread shortages and high prices. On 14 July 1789 they stormed an old Paris prison called the Bastille, which was seen as a symbol of the ancien regime. In the countryside, hungry peasants rioted and burned the castles of nobles. These events frightened the privileged classes who wanted to preserve the old ways.

SOURCE 2 Painting of a **sans-culottes**, by Louis-Leopold Boilly (1761–1845). The flag carried by this sans-culottes is the tricolour that was adopted as the new French flag. For such people the Revolution of 1789 did not go nearly far enough.

Achievements of the National Assembly

- On 4 August 1789 the National Assembly abolished **feudal dues** and other noble privileges. In future, all citizens would answer to the same laws.
- In October it issued the *Declaration of the Rights of Man and the Citizen*. These rights included freedom of the press, freedom of speech, and the right to decide what taxes should be paid and how they should be spent.
- It also confiscated Church lands, provided for the election of clergy, abolished the purchase of official jobs and abolished restrictions on trade.
- On 3 September 1791 it issued the constitution under which France would be governed. This reduced the king's powers and provided for a Legislative Assembly to be elected by all adult men who had enough income to pay a set amount of tax.

The power of the common people was demonstrated on 5 October 1789, when a vast crowd of women marched on the royal palace at Versailles and forced the royal family, whom they did not trust, to return with them to Paris, where they could be watched.

divine right chosen by God to rule

absolute monarch a ruler who governs alone, unrestrained by laws or constitution

Estates General representatives elected by the three French Estates

constitution rules for government

sans-culottes in revolutionary France, working-class people of the cities

feudal dues obligations and payments imposed on peasants since the Middle Ages

SOURCE 3 An engraving by an unknown artist of the time showing women marching on Versailles

6.10.3 The second French Revolution

The middle classes and most peasants benefited from the revolution, but the sans-culottes gained little. Women and poorer men still did not have the vote, and a higher income was required for a man to stand for election to the Assembly. Further, the Assembly passed laws denying workers the right to strike and to form unions to defend their interests.

The cause of the sans-culottes was taken up by the **radical** Jacobins. They wanted to take the revolution further and they soon became the dominant group in the Legislative Assembly. In August 1792 sans-culottes attacked the king's palace. In response, the Legislative Assembly **deposed** the king, imprisoned the royal family and agreed to hold fresh elections in which almost all Frenchmen could vote for a National Convention.

The National Convention first met on 21 September 1792, just weeks after crowds had entered Paris prisons, killing suspected supporters of the monarchy and anti-revolutionary priests. The Convention abolished the monarchy and put the king on trial for treason.

6.10.4 The Reign of Terror

France was now a **republic** and in January 1793 Louis XVI was executed by guillotine (see **SOURCE 1**). A Revolutionary Tribunal was formed to try 'enemies of the revolution'. Fears of foreign invasion had been growing since August 1791, when Austria and Prussia called on other powers to unite and restore the old order in France.

In April the Committee of Public Safety was formed to deal with threats of royalist uprisings in many parts of France and from a coalition of foreign monarchies, including Austria, Prussia, Spain, Russia and Britain, which was trying to crush the French republic.

radicals those who advocate far-reaching political and social changes

depose remove from power

republic a form of government that relies on popular representation rather than a monarchy

Fear of invasion and counter-revolution fuelled the Reign of Terror, in which enemies of the revolution were killed. Many nobles and royalists were executed, as were the leaders of the Girondins, whose radicalism was less extreme than the Jacobins'. Throughout the country, thousands who rebelled against the government met a similar fate. The Committee of Public Safety, dominated by the Jacobin Maximilian Robespierre, introduced the **Levée en masse**.

During 1793 the revolutionary armies drove back foreign threats and crushed the royalist rebellions, but in 1794 the revolutionaries turned on each other. Robespierre and his followers executed several Jacobins they considered too revolutionary. They then executed Georges Jacques Danton and his followers, who were considered corrupt.

aud-0518

SOURCE 4 Saint-Just, a Jacobin leader of the Reign of Terror, wrote these notes about the need for equality just months before he and Robespierre were executed in July 1794.

I challenge you to establish liberty so long as it remains possible to arouse the unfortunate classes against the new order of things, and I defy you to do away with poverty altogether unless each one has his own land . . . Where you find large landowners you find many poor people . . . Man must live in independence, each with his own wife and his robust and healthy children. We must have neither rich nor poor . . . We must have a system which puts all these principles in practice and assures comfort to the entire people.

aud-0519

SOURCE 5 The Proclamation of the Duke of Brunswick, commander of the foreign armies that aimed to invade France and overthrow the French Revolution, 25 July 1792

Their Majesties the [Austrian] emperor and the king of Prussia having intrusted to me the command of the united armies which they have collected on the frontiers of France, I desire to announce to the inhabitants of that kingdom [that] . . . the city of Paris and all its inhabitants without distinction shall be required to submit at once and without delay to the king [Louis XVI] . . . and to assure to him, as well as to the other royal personages, the inviolability and respect which the law of nature and of nations demands of subjects toward sovereigns . . . Their said Majesties declare . . . that . . . if the least violence be offered to their Majesties the king, queen, and royal family, and if their safety and their liberty be not immediately assured, they will inflict an ever memorable vengeance by delivering over the city of Paris to military execution and complete destruction, and the rebels guilty of the said outrages to the punishment that they merit . . .

DID YOU KNOW?

The Jacobin Republic was a period of terror and bloodshed but also a time of social reforms. It gave relief to the poor, attempted to control food prices, wrote a democratic constitution, planned a system of public education and abolished slavery in the French colonies. These efforts to create a fairer society were more far-reaching than those attempted by the Assemblies before and after.

6.10.5 The end of the Jacobin Republic

Jacobin rule came to an end in July 1794 when other members of the Convention overthrew and executed Robespierre and his followers. After their own short reign of terror against the radicals, these men swept away the powers of the Revolutionary Tribunal and the Committee of Public Safety, wiped out the gains of the sans-culottes and returned power to the middle classes.

Levée en masse mass conscription, forcing people to fight to defend the state

6.10 SKILL ACTIVITY: Using historical sources

Read **SOURCES 4** and **5**.

1. **Identify** what perspective did the Duke of Brunswick have on King Louis XVI and any threat to the king and the royal family.
2. The Duke of Brunswick states that the Austrian emperor and the king of Prussia have given him command of an army to invade France. **Explain** why two rulers with absolute powers would have wanted to intervene in France.
3. **Describe** what was the perspective of Saint-Just on kings, on the need to fight for the rights of the people and the need to be ruthless in dealing with kings and their supporters.

6.10 Exercise

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6.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 5, 6	7, 8	9, 10

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Check your understanding

1. Which different social groups rebelled against the old regime in France in 1789?
   - A. The First Estate
   - B. The Second Estate
   - C. The Third Estate
   - D. The Fourth Estate
2. **Identify** the main reasons for the 1789 Revolution.
   - A. The Second Estate called for bigger houses
   - B. The Third Estate called for bread and an end to high prices
   - C. The king tried to tax the First and Second Estates
   - D. The king tried to tax the Third Estate
3. The king, landed aristocracy and the higher clergy in particular were most disadvantaged by the changes. True or False?
4. **Explain** why there was a second, more radical revolution in France.
5. **Describe** how that second revolution come to an end.

Apply your understanding

Using historical sources

6. **Identify** why people like the sans-culotte in **SOURCE 2** would have been strong supporters of the revolution.
7. **Describe** the dress and weapons of the women in **SOURCE 3**. To which social class would these women have belonged?
8. Study **SOURCE 1** and **describe** the events that led to the king being executed as a traitor.
9. Read **SOURCE 4**. **Describe** the ideas expressed by Saint-Just. **Determine** which social classes would have supported such ideas and which would have opposed them.

Historical perspectives and interpretations

10. **Elaborate** on why the French Revolution was a significant historical turning point.

LESSON
6.11 What new ideas for society were formed during the Industrial Revolution?

LEARNING INTENTION

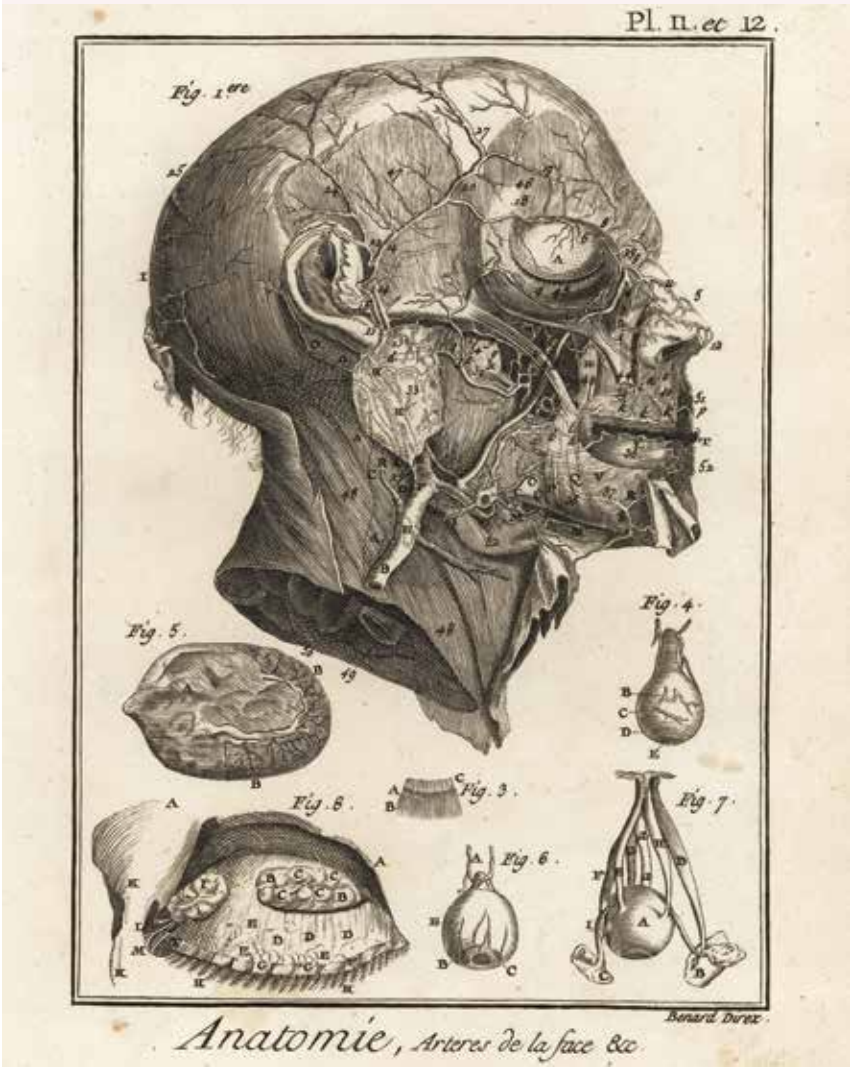
By the end of this lesson you should be able to describe the new ideas in science, economics, politics and national identity that emerged during the Industrial Revolution.

TUNE IN

SOURCE 1 shows an illustration of facial anatomy from the first Encyclopedia, compiled by Denis Diderot in the late 1700s. It was a hugely significant work covering all aspects of life, from anatomy to music, from economic theory to farm practices.

1. What new approach can you see in the illustration?
2. What does it say about the emerging ideas of the time?

SOURCE 1 An illustration showing studies of anatomy



6.11.1 Economic ideas

The seventeenth and eighteenth centuries had been a period of great intellectual growth in Britain and Europe. The Scientific Revolution of the seventeenth century saw great advances in physics, mathematics, chemistry and biology. For the first time, scientists began to draw conclusions from experimentation and observation of the world around them, instead of simply accepting religious explanations. In the eighteenth century, the period known as the Enlightenment saw a challenge to traditional views of the structure of society and the role of religion, and asserted the rights of individuals to participate as equals, no matter what their social status. The willingness to question existing beliefs and to formulate new philosophies continued into the nineteenth century.

Many of the new ideas related to the operation of the economy, overturning the traditional feudal approach that still operated throughout much of Europe.

Capitalism

A belief in the ability of individuals to create wealth through their own entrepreneurship was central to the ideas of capitalism. These principles were strongly promoted by Adam Smith and others late in the eighteenth century. Central to Smith's beliefs was the removal of excessive regulation of business, so that all businesses were free to compete in open markets. He believed that if all individuals were free to pursue their own self-interest, this would lead to a better and wealthier society for all individuals. He described this as 'the invisible hand' that improves society, even though none of the individuals participating may have had this as their main aim (see **SOURCE 2**).

Central to the belief in capitalism was a belief in competition. By competing against each other, businesses that charged the lowest prices would attract more customers, and therefore be the most successful. Lower prices would be the social benefit that would flow from this competition. By the end of the nineteenth century, capitalism had become the predominant economic theory of Britain, Europe, the United States, and most of the industrialised world.

SOURCE 2 Adam Smith, *The Wealth of Nations*, 1776

By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. Nor is it always the worse for the society that it was no part of it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it.

Socialism

Opposed to capitalism were the ideas of socialism. There were many influential socialist thinkers in the nineteenth century. They shared a belief in greater economic and political equality. They believed this could be achieved only by workers owning and running enterprises collectively or by the state owning these enterprises on their behalf. The British reformer Robert Owen held strong socialist ideals. Another significant proponent of socialism was Karl Marx, a nineteenth-century German philosopher. Marx believed that history was shaped by struggles between social classes. He predicted that revolutions throughout Europe would completely change societies. As the Industrial Revolution proceeded, those who had nothing but their ability to work — the **proletariat** — would overthrow the **bourgeoisie**. The workers would then create a socialist society in which wealth would be shared fairly. Marx thought that socialism would eventually lead to a stage of even greater equality that he called 'communism' (see **SOURCE 3**).

proletariat the working class, especially industrial wage earners

bourgeoisie capitalist middle classes; the owners of the means of production, distribution and exchange — factories, shipping, banks and other businesses

SOURCE 3 Karl Marx and Friedrich Engels, *The Communist Manifesto*, 1848. What did Marx think would ultimately happen in industrialised European nations?

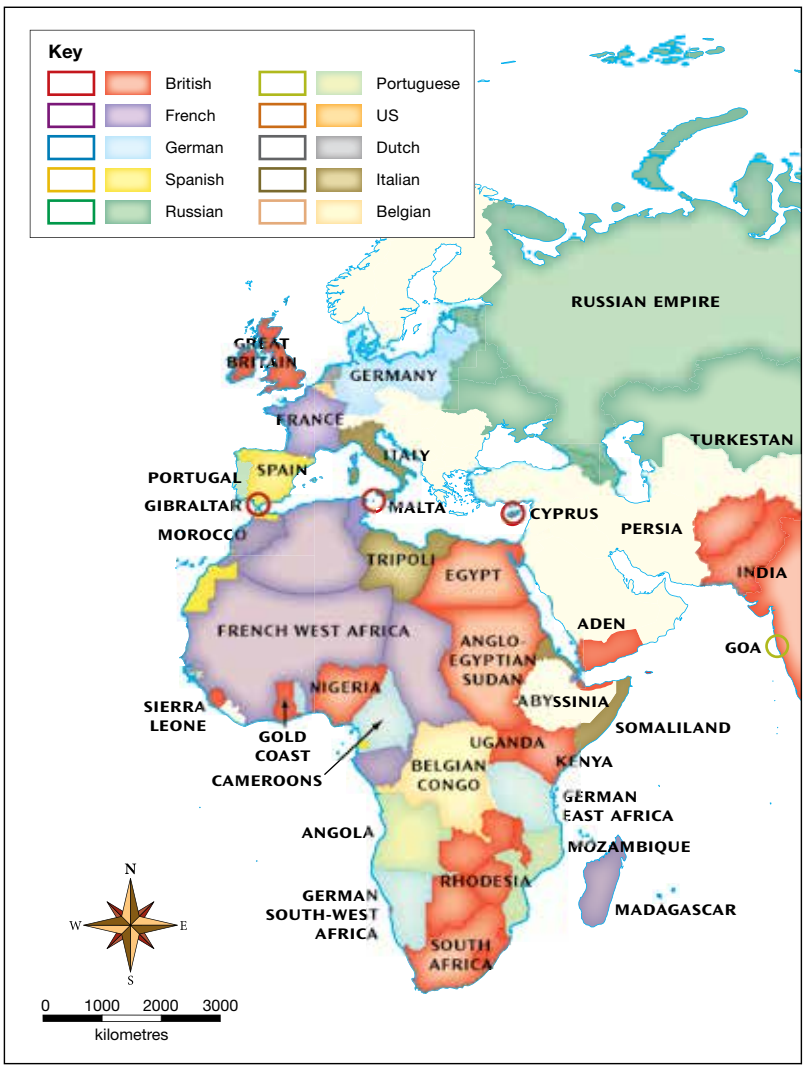
Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other — the bourgeoisie and proletariat … The Communists … openly declare that their ends can only be attained by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communist revolution. The proletariat have nothing to lose but their chains. They have the world to win. Working men of all countries unite!

Imperialism

Imperialism was the theory behind the expansion of European empires, particularly during the eighteenth and nineteenth centuries. Instead of simply trading with foreign countries, an empire could be created by conquering those countries and taking control of their resources. Britain had been able to accelerate its industrial growth through the expansion of its empire, which gave it access to a range of raw materials. This served as a model for other European countries during the nineteenth century. In particular, Britain, France, Belgium, Germany and Italy expanded their empires into Africa during the latter half of the nineteenth century, so that by the beginning of the twentieth century, the African continent had been almost completely divided up between the European powers (see **SOURCE 4**).

int-5618

SOURCE 4 European imperial territories in Africa, 1914. Can you see any areas that were not controlled by European nations?



Source: Map drawn by Spatial Vision.

6.11.2 Political ideas

Traditional European feudal society had been divided into strict social classes. At the top were royalty and the aristocracy, who owned most of the land, and who passed on their land and titles to their offspring. Then there was the middle class: the tradespeople, artisans and businesspeople. At the bottom were the lower class, the vast numbers of peasants who worked the land for the aristocracy. As Britain industrialised, large numbers of these peasants moved to the towns and became industrial workers. The higher up you were in the social classes, the more power and wealth you held. During the Enlightenment of the eighteenth century, this structure and power imbalance came to be challenged by a number of writers. From 1789 onwards in France, this social structure was completely overthrown by the French Revolution.

Egalitarianism

Egalitarianism was the belief that all people are created equal and should all have equal rights. It was an idea proposed by a number of European writers and philosophers during the eighteenth-century Enlightenment and was completely at odds with the traditional division of the population into strict social classes with unequal rights and power. Americans such as Benjamin Franklin had visited Europe and been inspired by many of the ideas of the Enlightenment. Principles of egalitarianism were the foundation of the United States Declaration of Independence in 1776 (see **SOURCE 5**), even though equality was not granted to slaves of African descent at that time.

SOURCE 5 United States Declaration of Independence, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed …

Egalitarianism was also at the heart of the French Revolution. The delegates to the National Constituent Assembly adopted the Declaration of the Rights of Man and of the Citizen in August 1789 (see **SOURCE 6**). This document enshrined the ideals of egalitarianism for all citizens, including an equal right to elect representatives to make laws. Ideas of egalitarianism strongly influenced reformers like Robert Owen, the Chartists and many socialist writers such as Marx and Engels.

tlvd-10677

SOURCE 6 National Constituent Assembly of France: Declaration of the Rights of Man and of the Citizen, 1789

Article I — Men are born and remain free and equal in rights. Social distinctions can be founded only on the common good.

Article II — The goal of any political association is the conservation of the natural and imprescriptible rights of man. These rights are liberty, property, safety and resistance against oppression.

Article III — The principle of any sovereignty resides essentially in the Nation. No body, no individual can exert authority which does not emanate expressly from it.

Article IV — Liberty consists of doing anything which does not harm others: thus, the exercise of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights. These borders can be determined only by the law.

Article V — The law has the right to forbid only actions harmful to society. Anything which is not forbidden by the law cannot be impeded, and no one can be constrained to do what it does not order.

Article VI — The law is the expression of the general will. All the citizens have the right of contributing personally or through their representatives to its formation. It must be the same for all, either that it protects, or that it punishes. All the citizens, being equal in its eyes, are equally admissible to all public dignities, places and employments, according to their capacity and without distinction other than that of their virtues and of their talents.

Feminism

It did not go unnoticed that the ideas of egalitarianism did not often extend to women of the day. Women's wages were lower than those for men and were described by Emma Paterson as 'disgracefully low', and many women campaigned to help improve pay and conditions. Acknowledged as one of the founding feminist philosophers, Mary Wollstonecraft (1759–1797) observed and railed against women's inequality and brought attention to the issues through her writings.

Later, Bessie Rayner Parkes (1829–1925) continued to observe the unjust situation of women and used her skills as a writer to draw attention to specific causes. As well as women's rights she also was outspoken against slavery and helped gain more than half a million signatures on a petition to end the practice. Her 'Remarks on the Education of Girls' brought attention to the limited career opportunities available to women of her time.

Nationalism

Nationalism developed as a doctrine during the French Revolution. Prior to this time, loyalty by inhabitants of a country was directed towards the king or a similar monarch. Soldiers fought for the monarch rather than for the broader concept of the 'nation'. Article III of the Declaration of the Rights of Man and of the Citizen states that: 'The principle of any sovereignty resides essentially in the Nation. No body, no individual can exert authority which does not emanate expressly from it' (see **SOURCE 6**). This changed the focus of loyalty from the King to that of the 'Nation'.

When France found itself at war against other European powers in 1793, it introduced a form of conscription called the *levée en masse*, in which all French citizens were to devote all their energies to the defence of the nation (see **SOURCE 7**). Nationalist ideas also spread from France in unintended ways. In lands conquered by French armies during the Revolutionary Wars, other groups discovered a sense of national identity as they resisted French rule. This was even more marked during the wars waged by the French Emperor Napoleon Bonaparte, who seized absolute power in 1804 and ruled France until his defeat in 1815.

SOURCE 7 Declaration of the French National Convention, 23 August 1793

From this moment until such time as its enemies shall have been driven from the soil of the Republic, all Frenchmen are in permanent requisition for the services of the armies. The young men shall fight; the married men shall forge arms and transport provisions; the women shall make tents and clothes and shall serve in the hospitals; the children shall turn old lint into linen; the old men shall betake themselves to the public squares in order to arouse the courage of the warriors and preach hatred of kings and the unity of the Republic.

Following the defeat of Napoleon, the old European empires were restored. One of these was the Austro-Hungarian Empire, even though it contained peoples of many nationalities including the Czechs, Slovaks, Poles, Romanians, Croatians, Bosnians and Italians. Nationalism continued to cause unrest in many parts of Europe.

Nationalists in the Ottoman and Austro-Hungarian empires wanted the right to form their own nations. Greece won autonomy from the Ottoman Empire in 1829. Belgium became independent from the Netherlands two years later. In 1848, nationalist revolutions broke out in many parts of Europe, although these were not successful and most failed within 12 months. Among Italians and Germans in their many states, there were those who wanted to create one Italy and one Germany. Italy achieved national unity in 1870 and Germany in 1871.

6.11.3 Scientific ideas

The scientific developments of the seventeenth and eighteenth centuries were seen by many as a challenge to the authority of the Christian religion in Europe. Many people still believed in the literal interpretation of the Bible, that God had created the Earth and all life in seven days, and that all human beings were descended from Adam and Eve. The discoveries and publications of Charles Darwin were to challenge these fundamental beliefs.

DID YOU KNOW?

Ada Lovelace (1815–1852) is often called the first computer programmer. She created the programme for Charles Babbage's prototype digital computer, or 'Analytical Engine' as he called it. Her programming would help the machine calculate Bernoulli numbers and although it was never actually constructed her programme remains as the first ever written for implementation on a computer.

The early programming language 'Ada' was named for her and the second Tuesday in October that recognises contributions of women to science, technology, engineering, and maths — subjects you may know collectively as 'STEM' — is known as Ada Lovelace Day.

Darwinism

Charles Darwin was a **naturalist** who, aboard the HMS *Beagle*, sailed around the world between 1831 and 1836. On his travels, he began to notice variations and similarities between different animals, plants and birds, and came to the conclusion that some species may have changed over time.

naturalist a term once used to describe a scientist who studies plants and animals. Today such a person would be called a biologist.

In his journals he suggested that life may have evolved over time to adapt to changing environmental circumstances. Those organisms that adapted best were most likely to survive and continue to breed and produce offspring. This theory was described as the 'survival of the fittest', and it proposed that only the strongest or most adaptable would survive because the others would not be able to compete with them.

In 1859, Darwin published *On the Origin of Species*, in which he laid out his theory of evolution through natural selection. He proposed that genetic variations in all plants and animal species led some to be more successful than others, and that this continuous process had produced the wide variety of different species we see around the world today.

His 1871 book, *The Descent of Man, and Selection in Relation to Sex*, set out his view that humans were descended from an ape-like creature. Darwin's theories were very controversial at the time and became known as 'Darwinism'.

SOURCE 8 Charles Darwin, *On the Origin of Species*, 1859

As many more individuals of each species are born than can possibly survive; and as, consequently, there is a frequently recurring struggle for existence, it follows that any being, if it vary however slightly in any manner profitable to itself, under the complex and sometimes varying conditions of life, will have a better chance of surviving, and thus be *naturally selected*. From the strong principle of inheritance, any selected variety will tend to propagate its new and modified form.

Religious responses to Darwinism

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Darwin's theories of evolution directly contradicted the Christian churches' teachings about the creation of the world and life within it. The reaction of religious groups to Darwin's theories varied considerably. Leaders of more conservative churches dismissed his theories completely and refused to accept anything other than the literal interpretation of the Biblical creation story. Liberal church leaders claimed the mechanism of evolution as the means by which God had created life and saw no inconsistency between Darwin's theory and their own beliefs. While the scientific community accepts the general principles of Darwin's approach, the theory of evolution remains controversial to this day. There are still some Christian groups that only accept the Biblical creation story.

SOURCE 9 Many cartoonists made fun of Charles Darwin and his theories. This cartoon was published in *Punch* magazine in 1882.

6.11 SKILL ACTIVITY: Communicating

A toy company is releasing action figures of significant historical figures. Your task is to design a historical action figure for one of the following people: Adam Smith, Karl Marx, Benjamin Franklin, Charles Darwin or Denis Diderot.

1. Action figures usually have specific clothing designed to reflect their personality. What will your historical figure be wearing? **Sketch** the product.
2. Most action figures come with an accessory or two, whether that be a weapon of some sort, or an item that is associated with that person. What two accessories will accompany your figure? Why are they important to them?
3. The packaging for your figure needs a brief outline of why they deserve to be in action figure form. You can write no more than 70 words for the packaging. How significant is your historical figure? Why do they deserve to be an action figure in the new 'historical figures' range?

6.11 Exercise

learnon

6.11 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4, 5	2, 6, 7, 9	8, 10

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Check your understanding

1. Adam Smith believed that society as a whole would benefit from the efforts of entrepreneurs. True or false?
2. **Identify** in what ways the beliefs of socialists were completely opposed to those of capitalists.
3. What were the key principles of egalitarianism?
   - A. All people are not created equal and should not have equal rights.
   - B. All people are not created equal and should have equal rights.
   - C. All people are created equal and should not have equal rights.
   - D. All people are created equal and should have equal rights.
4. **Describe** the experience Charles Darwin had that led him to develop his ideas about the 'survival of the fittest'.
5. Why were some church leaders able to accept Darwin's theories?
   - A. Because the government forced them to do so
   - B. Because they believed that all God's creatures were created equal
   - C. Because they interpreted evolution as the means by which God had created life on earth
   - D. Because they believed in scientific principles

Apply your understanding

Using historical sources

6. **Explain** Adam Smith's concept of the 'invisible hand' as referred to in **SOURCE 2**, and give an example of how it might work.
7. **Infer** what is meant by the following sentence in **SOURCE 5**: 'Governments are instituted among Men, deriving their just powers from the consent of the governed …'.
8. Prior to 1789, the law in France consisted largely of decisions made exclusively by the King and his advisors. **Describe** how Article VI in **SOURCE 6** directly opposes this idea of royal lawmaking power.
9. **Explain** what Darwin meant by the term 'naturally selected' in **SOURCE 8**.

Historical perspectives and interpretations

10. **Evaluate** some of the possible ways in which Adam Smith's ideas might have influenced the attitudes of many factory owners in Britain during the Industrial Revolution.

LESSON
6.12 Who led the movement for changes in working and living conditions?

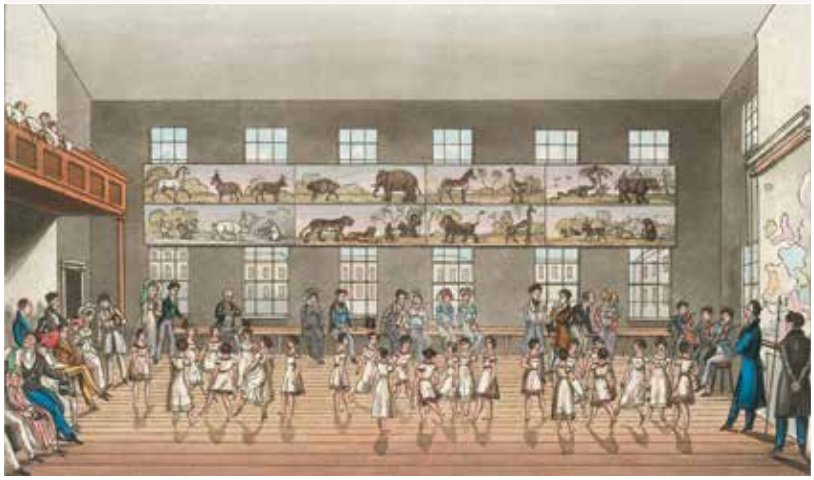
LEARNING INTENTION

By the end of this lesson you should be able to outline the key ideas of significant nineteenth-century human rights reformers.

TUNE IN

The early years of the Industrial Revolution were marked by appalling working and living conditions for factory and mine workers. Many prominent citizens became concerned about the conditions experienced by ordinary working people and actively sought to bring about change. Improvements began to be introduced during the nineteenth century, with laws passed to protect workers and improve living conditions often being the result of determined campaigning by these prominent individuals.

SOURCE 1 At Robert Owen's New Lanark mill, education, including dancing classes, was provided to children.



SOURCE 1 shows some of the attempts made to help the families of those who worked in mills or factories.

1. Does this resemble any of your classes during your time at school?
2. Can you see anything to suggest classes other than dancing took place?

6.12.1 Influential reformers

Robert Owen

Robert Owen bought a share in the New Lanark cotton mills in Scotland in 1800 and managed them for the next 25 years. Owen disagreed with the widespread attitude among factory owners that workers had to be paid low wages and treated poorly to ensure the biggest profits. He stopped employing children under 10 in his factories, provided schooling for the younger children and limited the working hours for children over 10 so they could also attend school. He provided clean, comfortable housing as well as a pleasant working environment for his workers. His business was very successful and he travelled all around Britain promoting his ideas.

Elizabeth Fry

Elizabeth Fry was a philanthropist and prison reformer who worked to improve the conditions of Britain's prisons. In particular she helped bring about the 1823 Gaols Act which introduced mandatory segregation of men and women in prisons and ensured female prisoners would be managed by female wardens to prevent sexual exploitation. She also worked with those sentenced to transportation by providing care parcels and ensuring that women and children would receive a share of food and water on the voyage.

Lord Ashley (later the Earl of Shaftesbury)

As a member of Parliament, Lord Ashley promoted the passing of laws to improve the working conditions of ordinary working people. He was responsible for introducing some of the Factory Acts that restricted the use of child labour in textile mills. He supported the Mines Act of 1842 that outlawed the employment of women and young children in coalmines (see lesson 6.4). Lord Ashley was also responsible for setting up the first free schools for poor children.

Edwin Chadwick

Edwin Chadwick was a lawyer who initially became involved in both Poor Law reform and the issue of child labour in the early 1830s. As a member of the Poor Law Commission he was largely responsible for the provisions of the Poor Law Amendment Act of 1834. He also contributed to a government report that recommended reductions in working hours for children in factories. Many of his ideas were included in the Factory Act of 1833. In 1842 he published a report on the unsanitary living conditions of the working classes in the overcrowded towns and cities. He became a strong campaigner for clean water supplies and proper sewerage systems to improve levels of public health.

Florence Nightingale

Known as 'The Lady with the Lamp' because of her nighttime nursing rounds of wounded soldiers in her care during the Crimean War, Florence Nightingale laid the groundwork of professional nursing in the mid nineteenth century. Her focus on hygiene and living standards helped reduce the mortality rate from the wounds of war and after returning home she established a nursing school in 1860 and continued to work to improve healthcare in Britain.

6.12.2 Factory reform

During the nineteenth century Parliament passed a number of Factory Acts, most of which were designed to restrict the employment of women and children in factories, and to limit the number of hours that could be worked in a day.

SOURCE 2 Factory reform

Factory Act 1819 — Limited the hours worked by children to a maximum of 12 per day

Factory Act 1833 — Banned employment of children under 9 and limited 10- to 13-year-olds to a 48-hour week in the textiles industry. To enforce this rule, factory inspectors were introduced (although there were initially only four inspectors for all of England).

Factory Act 1844 — Reduced the maximum working hours for women to 12 hours per day

Ten Hour Act 1847 — Reduced maximum working hours for women and children to 10 hours per day

Factory Act 1850 — Prohibited women and children from working in a factory before 6 am or after 6 pm

Factory Act 1874 — Set a maximum of 56.5 hours of work per week for all workers

6.12.3 Public health reform

Edwin Chadwick's *Report on the Sanitary Conditions of the Labouring Population of Great Britain* in 1842 highlighted the need to improve the living conditions of the poor in major towns and cities. Progress took years to achieve. In some parts of Britain, improvements did not occur until well into the twentieth century.

The Public Health Act of 1848

The Central Board of Health, of which Chadwick was a member, was set up, with the power to establish local boards in areas where the death rate from disease was particularly high. These local authorities had the power to manage street cleaning, collection of refuse, supply of clean water and installation of sewerage systems. This system led to improvements in some towns but was not very effective across the whole country.

SOURCE 3 The construction of sewers in London removed cesspits from the streets and improved sanitation.

London sets the standard

As the largest city in Britain, London experienced particularly bad sanitation problems. In 1847 the Commission of Sewers was set up to remove all the cesspits and replace them with underground sewerage. By 1865 a sewerage system had been established for all of London.

The Public Health Acts of 1872 and 1875

These laws divided the whole country into sanitary districts, setting up local health boards to control water supply and sewerage systems. Further laws passed at this time gave local councils the power to purchase whole slum districts, demolish them and replace them with improved housing, including parks and gardens.

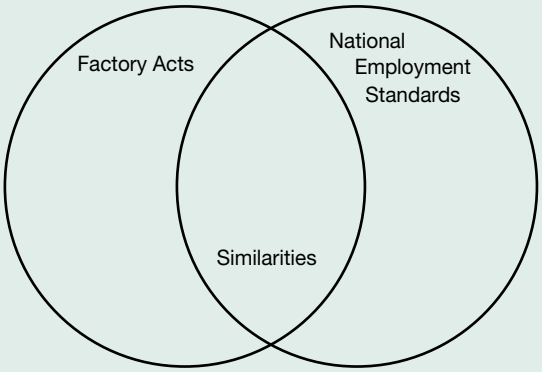
DID YOU KNOW?

People living in crowded houses would frequently empty their toilet pot out the window, often from one or two storeys above the street. To warn anybody walking below, they would call out the French, *Gardez l'eau!* ('Beware of the water!'). This came to be expressed as 'Gardey loo!' and is said to be the origin of the word loo as an alternative term for toilet.

6.12 SKILL ACTIVITY: Historical perspectives and interpretations

How different are the provisions in the various Factory Acts to today's employment standards?

1. Look into Australia's National Employment Standards. The Australian Government website is a good place to start.
2. **Identify** what is different about them compared to the Factory Acts. These might be specific differences, but could also be more general — for example, who is affected by them.
3. **Identify** what is similar about them. Once again, these could be specific similarities or they could be broad ideas.
4. Arrange your ideas in a Venn diagram similar to the one on the right. These can be very useful for comparing similarities and differences, and for measuring change over time.
5. **Summarise** your conclusions in a clear but concise paragraph.



6.12 Exercise

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6.12 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 5	3, 6, 7	8, 9, 10

These questions are even better in jacPLUS!

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Check your understanding

1. Robert Owen was able to run a successful business and make good profits without having to exploit his employees. True or false?
2. How did Lord Ashley use his position as a member of Parliament to deal with issues of child labour?
   - **A.** He promoted the passing of laws to not improve the working conditions of ordinary working people.
   - **B.** He promoted the passing of laws to improve the working conditions of ordinary working people.
   - **C.** He promoted the passing of laws to improve the profit of the factory owners.
   - **D.** He promoted the passing of laws to improve the conditions of middle-class people.
3. **Describe** the contribution made by Edwin Chadwick to the improvements in sanitation in England.
4. **Match** the Factory Acts of 1819 and 1833, and the Ten Hour Act of 1847, with how they affected the working hours of children. Place the corresponding letter into the answer column.

Factory Act of 1819		**a.** Working hours for women and children were limited to 10 hours per day.
Factory Act of 1833		**b.** Children could no longer work more than 12 hours per day or 84 hours per week.
Ten Hour Act of 1847		**c.** Children under 9 were banned from working in factories, and the working hours of 10- to-13-year-olds were limited to a 48-hour week.

5. **Identify** the role of the Central Board of Health, created by the Public Health Act of 1848.
6. **Explain** the improvements that occurred as a result of the Public Health Acts of 1872 and 1875.

Apply your understanding

Using historical sources

7. **SOURCE 2** indicates that initially only four factory inspectors were appointed to enforce the Factory Act of 1833. **Explain** how well you think this Act would have been enforced. Give reasons for your answer.
8. Examine **SOURCE 3** and **explain** why the provision of an underground sewerage system can be regarded as a major achievement.

Historical perspectives and interpretations

9. **Create** a timeline to demonstrate the improvements in urban living standards that occurred in Britain after 1842.
10. What effect would you expect the improvements in sanitation to have had on population growth in Britain? **Justify** your conclusion.

LESSON
6.13 Why do people move?

LEARNING INTENTION

By the end of this lesson you should be able to explain some of the reasons for the movement of people around the world and describe the impacts of those movements.

TUNE IN

It is not unusual for families or groups of people to migrate from one part of the world to another. It must be emotionally and physically exhausting to start a new life in a different place, and the situation in the eighteenth and nineteenth centuries was not so very different.

SOURCE 1 Migrants disembarking

1. What sort of emotions do you think the migrants in **SOURCE 1** felt as they set foot in Australia?
2. What do you think their biggest hopes and fears might be about starting a new life in Australia?
3. How do you think you would feel arriving in a foreign country to start a new life?

6.13.1 Push factors, pull factors

The decisions of migrants to travel thousands of kilometres from their homelands to Australia were based on a variety of factors. These factors are generally divided into 'push' and 'pull' factors.

Push factors are the reasons for a migrant to leave their home. Those factors might be economic, social, political, or religious. Migrants might make a conscious choice to migrate because they see opportunities elsewhere — you'll see this when you investigate the Henty family later in this topic. Others might be forced to make a decision because of unfavourable push factors. This would probably be the case for those fleeing the Irish Famine, or those unable to find work because of the changing nature of society at the time. Either way, push factors are the reasons a person feels they could, or need to, move from their homeland.

The other factors are pull factors. Those are the reasons behind the choice of a particular destination. The pull factor for migrants deciding to come to Australia might be the opportunity to work the land, or to be — in the case of migrants from the British Isles — in a colony with similar laws and culture. These are all things that 'pull' a migrant towards a particular destination.

Generally speaking, both push and pull factors both play a role at the same time. Someone who has every reason to leave their home but no opportunity to leave would likely remain where they are. Alternatively, someone who likes the idea of life in Australia but has no reason to leave is unlikely to take the risk. That means that those who do undertake the journey do so with some level of risk in the attempt to gain something for them and their family.

Of course, some of those who move overseas have no say in whether or not they leave or where they go. These are sometimes called 'unwilling' migrants. Two examples you will have the opportunity to investigate are slaves and convicts.

6.13.2 The population explosion

Before the eighteenth century

The period of the agricultural and industrial revolutions saw rapid population growth throughout Great Britain, but particularly in England and Wales. Improved farming methods appear to have been one cause of the population explosion that occurred between 1750 and 1850. The increase in population provided a ready workforce for newly industrialised factory production.

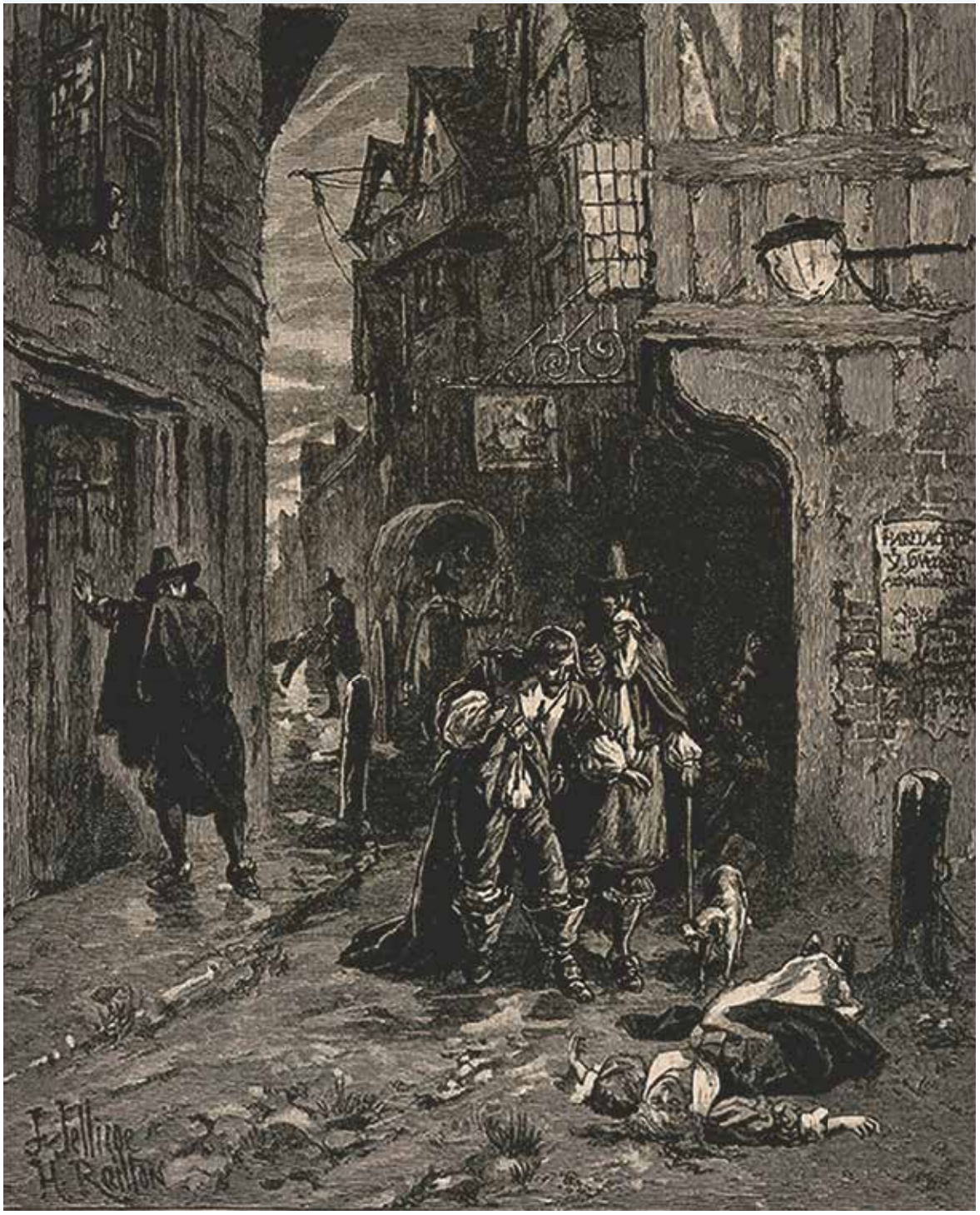
Population figures for most of Great Britain before the nineteenth century are estimates only, as the first official census was not held until 1801. The best information suggests that population levels had moved up and down dramatically between 1300 and 1700. From a high of close to 6 million people in 1300, the influence of the **Black Death** and years of **famine** had seen the population depleted to around 2 million by 1500.

During the sixteenth century the population appears to have doubled, but it grew more slowly during the first half of the seventeenth century, reaching only about 5 million by 1650. Disease epidemics such as the Great Plague of the 1660s caused the population to level out during the second half of the seventeenth century and by 1700 it remained at about 5 million.

Black Death a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.

famine a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time

SOURCE 2 The Black Death struck Europe in the late 1340s and kept the populations low in Britain for centuries.



6.13.3 Eighteenth-century population growth

The British population began to increase steadily again during the first half of the eighteenth century, reaching 6 million by the late 1750s. Eradication of the plague and improvements in medical science saw a fall in the death rate. By mid-century the changes in agriculture had begun to have an impact, increasing the supply of good-quality food capable of feeding a larger population.

The population explosion

The population really took off in Britain after 1760, doubling over the next 60 years, and doubling again in the following 60 years (see **SOURCE 3**).

Agricultural improvements meant that good crops could be relied on every year, removing fears of the periodic famine that had been common for centuries. Fresh meat was now available in winter; cheaper potatoes could be eaten all year round, and dairy produce, such as butter and cheese, was enjoyed more widely.

SOURCE 3 Population growth in England and Wales, 1761–1881

Year	Population
1761	6 146 000
1781	7 042 000
1801	8 893 000
1821	12 000 000
1841	15 914 000
1861	20 066 000
1881	25 974 000

Source: From Gardiner and V. Wenborn (eds), *The History Today Companion to British History*, London, 1955, p.150.

SOURCE 4 Edward Jenner pioneered vaccination against smallpox in 1796, as shown in this nineteenth-century artwork.

In the latter part of the eighteenth century, vaccination against diseases such as smallpox began to reduce deaths from infectious diseases. Dietary deficiency diseases such as scurvy and rickets declined as food quality improved, leading also to a decline in the infant mortality rate. The widespread use of child labour in factories and mines in the late eighteenth and early nineteenth centuries appears to have encouraged many families to have more children as a means of increasing family income.

6.13.4 The impact of the population explosion

The Industrial Revolution saw small-scale domestic production superseded by factory production. The rapid growth in population provided a market for the products of these new factories, with cheap clothing readily available because of improvements in textile production. The growing demand provided incentives for the owners of factories to increase production and improve their methods. The population explosion also provided a workforce to work in these factories. While wages were not high, if all members of the family were employed, they could earn enough to provide for the basic essentials of food, clothing and shelter.

SOURCE 5 As seen in this artwork from 1840, all members of a family, including mothers and children, were often employed in English textiles factories.

6.13.5 Social unrest, protests and riots

As the industrial and agricultural revolutions progressed, many factory, mine and farm workers were dissatisfied with their working conditions. Initially this materialised as protests and even riots, but as the nineteenth century progressed, workers began to organise into unions to work towards improvements in their working lives.

The social upheaval resulting from the agricultural and industrial changes led to several protest movements by ordinary working people in the early nineteenth century. In addition, trade unions were formed, banned, and then permitted again, and demands for representation were made by workers.

The Combination Acts

In 1799 and 1800 Parliament passed the Combination Acts, which effectively banned workers from combining to form unions. The Combination Acts were **repealed** in 1824, but a series of **strikes** led to the passing of the Combination Act of 1825. This allowed unions to bargain with employers over wages and hours of work, but banned them from using strike action.

The Chartists

The right to vote for the election of members of the British Parliament had always been restricted to men who owned property worth a relatively substantial value. This meant that the majority of men could not vote, and that no women could vote. In the period after the end of the Napoleonic Wars (1803–1815), many groups were formed to promote the idea of making the vote more democratic.

In 1832, the Parliament passed the Reform Act, which lowered the value of the property that a voter was required to own and allowed tenant farmers paying rent above a certain level to vote. In the minds of many people this did not go far enough. When the Poor Law Amendment Act was passed in 1834, it further angered many people, because it was seen to be punishing people who had no voting rights.

In 1836 a group of tradesmen formed the London Working Men's Association. Its leaders, William Lovett and Henry Hetherington, had been active in promoting greater rights for the working class. Hetherington had printed a number of newspapers promoting universal adult male **suffrage**.

In 1838 the association published its People's Charter, which set out six aims. These were:

1. the vote for all men over the age of 21
2. secret ballot at elections
3. no property qualification for members of parliament
4. payment of members of parliament, so that standing for parliament was not restricted to the rich
5. equal-sized electorates, so that each vote had equal value
6. annual elections for parliament.

Supporters of the People's Charter became known as Chartists. A number of large public meetings were then held in various parts of England, Wales and Scotland, supporting the aims of the charter. These meetings were attended by many thousands of working-class people.

In 1839 the Chartists presented a petition signed by 1.3 million working people, but the parliament refused to hear the petition. Protest marches were held throughout the country, some of which were met with armed troops. Some Chartist leaders were arrested, and Lovett himself spent a year in prison.

In 1842 large numbers of workers went on strike in support of improved wages and the principles contained in the People's Charter. Many were arrested and more than fifty Chartists were sentenced to transportation to the Australian colonies. All six aims of the charter, except for annual elections, were eventually adopted within Britain, and have formed the basis for democratic government in many countries around the world.

repeal withdrawal of a law or set of laws by Parliament

strike attempt by employees to put pressure on their employer by refusing to work

suffrage the right to vote

6.13 SKILL ACTIVITY: Questioning and researching, Communicating

Your task is to design an action figure based on a historical figure. That figure is someone who was significant in Australia's voting history.

Use the **Voting history** weblink in the Resources panel to investigate the history of Australia's voting rights.

1. As you read through the milestones, **identify** their significance to the colonies and in the global history of voting. In what ways was Australia's voting system pioneering?
2. **Select** one of the following topics: Eureka Stockade, Male suffrage, The Secret Ballot or Women's Suffrage. **Research** the key individuals who played a role in your chosen event.
3. **Design** your action figure. What are they wearing? Does it reflect their background or profession? Your action figure is allowed to have up to three accessories. What would you choose to most effectively tell the story of who they were?
4. **Write** a brief blurb of no more than 50 words that will appear on the packaging for your figurine and **sketch** your packaging.
5. Share and promote your action figure as part of a class display.

6.13 Exercise

learnon

6.13 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 8	6, 7

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- Receive immediate feedback
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Check your understanding

1. _____ factors are the reasons to leave one's home. _____ factors are the reasons to choose a destination.
2. **Identify** how the Reform Act made the ability to vote more accessible.
   - A. Lowered the value of the property that a voter was required to own
   - B. Increased the value of property that a voter was required to own
   - C. Abolished the requirement of owning property to vote
   - D. Further restricted the ability to vote for farmers
3. The growth in population encouraged factory owners to increase production. True or false?
4. How does the People's Charter continue to impact many countries today?
5. **Explain** how the changes in agricultural production methods contributed to population growth after 1700.

Apply your understanding

Using historical sources

6. **Examine SOURCE 5**. As seen in this artwork from 1840, all members of a family, including mothers and children, were often employed in English textile factories. What conclusions can you draw about the conditions experienced by women and children working in factories?

Historical perspectives and interpretations

7. It could be said that population growth in Britain before 1800 helped *cause* the Industrial Revolution, while population growth after 1800 was an *effect* of the Industrial Revolution. **Decide** if you agree or disagree with this proposition, using what you have learned so far about industrialisation in Britain in this period.
8. **Explain** what is meant by the term 'unwilling migrants'.

LESSON
6.14 INQUIRY: What was it like to grow up in an industrial town?

LEARNING INTENTION

By the end of this lesson you should understand further details about the life of young people in urban areas during the Industrial Revolution.

Background

You are researching the life of a 14-year-old living in one of the large industrial towns in Britain during the Industrial Revolution, so that you can provide a record for future generations to understand what life was like for working-class people at this time. You will create an annotated visual summary of your daily life to describe the living and working conditions that children experienced.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry process

Step 1: Questioning and researching

Write your **inquiry question**.

Conduct research to find appropriate images. Your visual diary should consist of a collection of relevant images that represent different aspects of life in the industrial towns of Britain at this time. Those images could be images you have created yourself or can be images gathered from online sources. Some of the images in this topic that are relevant could be used, but try to look further to gather more perspectives.

Step 2: Using historical sources

Construct a question around each image that will help unpack the overall question. For example, 'How does this image reveal the working conditions for 14-year-olds in industrial towns?'

Step 3: Historical perspectives and interpretations

Each image should be accompanied by a paragraph that answers the question you have asked in your own words. It should **explain** what is happening and make the connection to the life of a 14-year old. It might be something that affects them directly, or it could be an indirect connection because it affects their family. You might like to include a subheading for each image to highlight the aspect of life you are presenting.

Remember the guiding inquiry question: 'What was it like to grow up in an industrial town?' Your images and paragraphs will provide your response to this question. You should provide an overall summary of your answer to the question in a single paragraph.

Step 4: Communicating

Communicate your findings in the form of a a booklet, a poster (A2 size), or a PowerPoint (or similar) presentation.

Complete your self-assessment using the **Inquiry rubric** or access the 6.14 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39692)

LESSON
6.15 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

6.15.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

6.2 How do we know about the Industrial Revolution's impact on people?

- Contemporary writers and commentators can give us an insight into the changes that took place in Britain during the Industrial Revolution.
- During the eighteenth and nineteenth centuries, the British government began collecting statistics about population, recording information about where people lived and the changes that occurred in society during this time.
- The evidence given at special government inquiries can provide evidence of people's living conditions.
- Painters and other artists are useful sources of information in relation to changes during the Industrial Revolution.

6.3 How did enclosure change lives?

- Agricultural improvements led to a large increase in the population from the latter part of the eighteenth century onwards.
- The enclosure of farmland was of benefit to landowners, but ordinary farm workers suffered as a result.
- Food riots in 1795 and the Swing Riots of 1830 are examples of unrest in rural areas.

6.4 How did conditions in factories and mines change over time?

- Working conditions in textile factories were very unpleasant and often dangerous, with factory workers, including women and children, forced to work long hours.
- Men, women and children all worked in coalmines, in dangerous and unhealthy conditions.
- The Mines Commission of 1840–42 heard evidence on the working conditions in mines.
- The Mines Act of 1842 placed restrictions on the employment of women and children in coalmines.

6.5 How were children exploited and protected?

- Young children were employed in textile factories in the dangerous jobs of 'piecers' and 'scavengers'.
- Young girls were employed in mines as 'hurriers', pulling carts of coal along narrow tunnels.
- Children as young as four or five were employed in mines as 'trappers', opening and shutting ventilation doors.
- Young boys were also employed to climb into chimneys and clean them.

6.6 How did the Industrial Revolution create urbanisation?

- Near textile factories, towns grew into large cities, with overcrowding, a lack of sanitation and very little planning.
- Buildings were often erected cheaply, so accommodation for factory workers was of very poor quality.

6.7 How did the Industrial Revolution help create the slave trade?

- Slavery became an intercontinental industry with the arrival of Europeans to the Americas.
- Slavery became an important part of the economic success of the Americas.
- The 'Triangular trade' is the term that refers to the routes taken by slave ships across the Atlantic Ocean.
- The thriving cotton industry of the Americas ensured the long-term demand for slave labour for much of the nineteenth century.

6.8 What happened to those ‘left behind’?

- Following a government inquiry, the Poor Law of 1834 forced the poor into workhouses.
- Life in the workhouses was made as unpleasant as possible, with families split up and cruel punishments for those who broke the rules.
- Inmates of the workhouses were put to work at menial tasks.

6.9 How did people legally, and illegally, challenge the conditions of the time?

- Rapid changes led to unrest and protests, such as those of the Luddites.
- Trade unions had been banned, but were allowed to operate after 1824.
- The Chartist movement developed during the 1830s, calling for democratic reforms in the election of parliament.
- As the nineteenth century progressed, trade unions gradually became established as legitimate organisations.

6.10 Why was the French Revolution a turning point in history?

- The French Revolution was inspired by Enlightenment ideas.
- It was made possible by an uprising of sans culottes in the cities and peasants in the countryside.
- It ended absolute monarchy in France along with aristocrats’ privileges.
- The revolutionary forces had to fight foreign intervention and royalist uprisings.
- The Second French Revolution was more radical but was overthrown in 1794.

6.11 What new ideas for society were formed during the Industrial Revolution?

- Economic theories such as capitalism and socialism presented different ideas as to how businesses, workers and the economy should operate.
- The development of imperialism saw the expansion of European empires into Asia and Africa.
- The political idea of egalitarianism grew from the eighteenth-century European Enlightenment, and inspired both the American and French revolutions, as well as the aims of groups such as the Chartists.
- Nationalism first developed in France as a response to the wars against other European powers, and became a driving force behind the unification of Italy and Germany in the nineteenth century.
- Charles Darwin proposed a scientific theory of evolution, which became known by many as ‘Darwinism’.

6.12 Who led the movement for changes in working and living conditions?

- Prominent reformers such as Robert Owen and Lord Ashley campaigned for improved working conditions in mines and factories.
- Reformers such as Edwin Chadwick campaigned for improved sanitation in large cities.
- During the nineteenth century, Parliament passed a number of Factory Acts, gradually improving conditions for ordinary workers.
- Large cities such as London were given the power to improve urban living conditions, and gradually worked to deal with public health issues, such as the need for sewerage systems.

6.13 Why do people move?

- Reasons for moving are divided into ‘push’ factors and ‘pull’ factors.
- The population explosion of the eighteenth and nineteenth centuries created new challenges for societies.
- Agricultural advances helped society support a larger population.
- The Potato Famine in Ireland highlighted social challenges as well as agricultural ones.

6.14 INQUIRY: What was it like to grow up in an industrial town?

- To gain an understanding of life in another time, it’s important to consult a variety of sources.

6.15.2 Key terms

absolute monarch a ruler who governs alone, unrestrained by laws or constitution

abolition the end of legal acceptance of slavery

biased account narrative or description in which a writer presents only one side of an issue in an attempt to convince the reader

Black Death a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.

bourgeoisie capitalist middle classes; the owners of the means of production, distribution and exchange — factories, shipping, banks and other businesses

cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

cholera a bacterial disease of the intestines, causing vomiting and diarrhoea. It is transmitted through contaminated water and can lead to death through dehydration.

constitution rules for government

depose remove from power

divine right chosen by God to rule

enclosure consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

Estates General representatives elected by the three French Estates

famine a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time

feudal dues obligations and payments imposed on peasants since the Middle Ages

guillotine device designed to execute people by decapitation (cutting off their heads)

impartial observations comments that recognise all sides and opinions relating to an issue or event, leaving it to the reader to form his or her own judgement

indoor relief the provision of assistance to the inmates of a workhouse

intercontinental involving or occurring between two or more continents

Levée en masse mass conscription, forcing people to fight to defend the state

Luddites a group of protesters who expressed their opposition to industrialisation by smashing factory machines

naturalist a term once used to describe a scientist who studies plants and animals. Today such a person would be called a biologist.

New Spain Spanish territories in the New World, including much of North America

outdoor relief the provision of assistance to the poor while allowing them to remain in their own homes

parish an area of local government centred on the local church, which fulfilled some of the functions that local municipal councils perform in society today

pauper a very poor person

picking oakum unpicking short lengths of rope coated in tar. Oakum would be rammed between the planks on wooden ships to make them watertight.

proletariat the working class, especially industrial wage earners

radicals those who advocate far-reaching political and social changes

repeal withdrawal of a law or set of laws by Parliament

republic a form of government that relies on popular representation rather than a monarchy

royal commission a special public inquiry set up by government to investigate a particular issue and to make recommendations for changes in the law

sans-culottes in revolutionary France, working-class people of the cities

strike attempt by employees to put pressure on their employer by refusing to work

suffrage the right to vote

treadwheel a punishment device, also called the 'everlasting staircase', comprising a large, iron-framed, hollow cylinder with wooden steps. As the device rotated slaves were forced to keep stepping forward.

typhus a fatal disease spread through the bites of lice and fleas

workhouse an institution built to house the poor

6.15.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

The Industrial Revolution was a period of rapid technological progress and social transformation; but did the changes that occurred benefit everyone?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed you view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11467)
Reflection (ewbk-11469)
Crossword (ewbk-11470)

Interactivity The Industrial Revolution: The impact on people (int-7637)

6.15 Review exercise

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Multiple choice

1. The use of photography became common in the second half of the nineteenth century. Why might photographs be of more use to historians than paintings?
   - **A.** Paintings can reflect an artist's personal perspective, and so may be biased in presentation.
   - **B.** Paintings never reflect an artist's personal perspective, and are never biased.
   - **C.** Photographs are never biased and paintings are.
   - **D.** Photographs are never more useful than paintings
2. Who was responsible for looking after the poor in pre-industrial England?
   - **A.** The village or parish
   - **B.** The village minister
   - **C.** The village doctor
   - **D.** The local manor lord
3. Why was there a deliberate policy to make the workhouse an unpleasant place to live?
   - **A.** To make them cheaper to run
   - **B.** To punish poor people
   - **C.** To make the workhouse a reasonable option
   - **D.** To make work seem a better option
4. What was the purpose of the Combination Acts?
   - **A.** To allow the combination of worker and employer unions
   - **B.** To prevent workers from using combine harvesters
   - **C.** To prevent workers from combining to form unions
   - **D.** To allow for workhouses to be combined with factories
5. Which of the following was not an article of the National Constituent Assembly of France: Declaration of the Rights of Man and of the Citizen, 1789?
   - **A.** Men are born and remain free and equal in rights. Social distinctions can be founded only on the common good.
   - **B.** The law has the right to forbid only actions harmful to society. Anything which is not forbidden by the law cannot be impeded, and no one can be constrained to do what it does not order.
   - **C.** Liberty consists of doing anything which does not harm others: thus, the exercise of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights. These borders can be determined only by the law.
   - **D.** The goal of any political association should be the restriction of the rights of man. These rights are liberty, property, safety and resistance against oppression.
6. How many hours a day did the Factory Act of 1819 limit children to working?
   - **A.** 4
   - **B.** 8
   - **C.** 10
   - **D.** 12

7. Which of the following was not an aim of the Chartists?
   - **A.** A secret ballot at elections
   - **B.** Annual election for parliament
   - **C.** The vote for all men and women over the age of 21
   - **D.** No property qualifications for members of parliament
8. Which of the following areas of Africa was not controlled by a European nation in 1914?
   - **A.** Abyssinia
   - **B.** Angola
   - **C.** Nigeria
   - **D.** Rhodesia
9. Which of the following was NOT a hazard brought about by the development of deeper coal mines?
   - **A.** Inadequate ventilation
   - **B.** The presence of explosive gases
   - **C.** Poor diet
   - **D.** The need to haul coal greater distances
10. What key development in for unions came about in 1875?
   - **A.** The right to strike
   - **B.** The right to own property
   - **C.** The right of individuals to join a union
   - **D.** The right to bargain over wages

Short answer

Historical perspectives and interpretations

11. **Identify** the differences and similarities in living conditions that a family might notice when moving from a small country village to a large industrial city.
12. a. **Identify** what the treatment of paupers under the New Poor Law tells us about attitudes towards poverty in nineteenth-century Britain.
    b. **Elaborate** how this relates to the high value placed on business success and entrepreneurship at this time.
13. Support for the Tolpuddle Martyrs and the People's Charter demonstrates that many people were becoming more politically active. **Identify** and **explain** two underlying or long-term causes of this increased activism.
14. **Determine** how we can tell that the British Parliament was more strongly influenced by the interests of factory owners than by those of ordinary workers. Why might this have been the case?

Communicating

15. **Describe** the Reign of Terror during the French Revolution.

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7 China (1750–1918)

LESSON SEQUENCE

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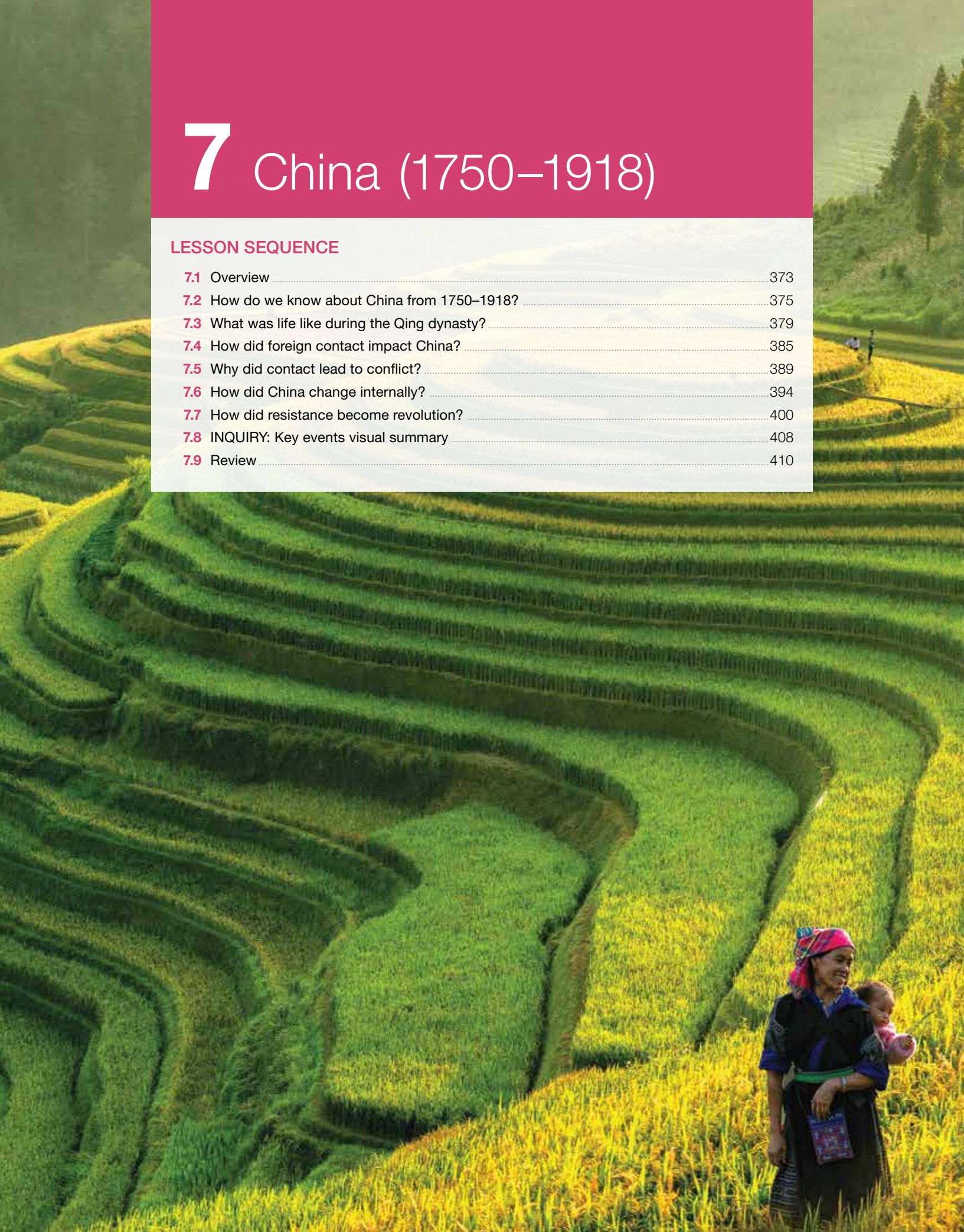

LESSON
7.1 Overview

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How did foreign influence challenge and change China between 1750 and 1918?

In 2019–2020, a wave of demonstrations engulfed Hong Kong. It was one of the largest movements of this type in Hong Kong's history and thousands were arrested in often violent clashes. The short-term causes were complex, and the demands of the protestors evolved and changed as the months progressed, and the government's response developed, but the demands remained centred around the issues of democratic development in Hong Kong and illustrated the complex relationship between Hong Kong and mainland China. The long-term causes can be traced back more than a century to the end of imperial rule in China and the crises that would result in the Communist Party assuming control in 1949.

For 2000 years, up to 1911, China was a unified empire governed by successive generations of ruling dynasties. The Qing was the last imperial dynasty to rule China. It collapsed in 1911 after a series of revolutions and pressures both internal and external, ending more than 2000 years of imperial rule.

The period of Qing rule coincided with Europe's expansion of trade and acquisition of colonies. As the Qing dynasty attempted to restrict foreign access, conflict with foreign countries became inevitable and created crises that the dynasty was unable to address.

SOURCE 1 A fraction of the nearly two million people who demonstrated against a proposed extradition bill which they claimed would impede Hong Kong's autonomy.

on Resources

eWorkbook	Customisable worksheets for this topic (ewbk-10597)
eLesson	China (1750–1918) (eles-2397)

int-5639

SOURCE 2 A timeline of key events in China, 1750–1918

CE

1790

1792
Britain sends Sir George Macartney to China in an attempt to encourage diplomatic relations.

1800

1810

Early 1800s
Despite an import ban on opium,the British smuggle large amounts of it into China. Much of the population becomes addicted.

1820

1830

1839
The First Opium War begins.

1840

1842
The First Opium War ends with the signing of the Treaty of Nanjing.

1847–52
Natural disasters strike China, placing great strain on the government.

1850

1850
The Taiping Rebellion begins.

1856
The Second Opium War (Arrow War) begins.

1860

1861
The new Empress Dowager Cixi comes to power.

1860
The Second Opium War (Arrow War) ends.

1864
The Taiping Rebellion is finally subdued.

1870

1880

1890

1894–5
Sino-Japanese War

1898
The Hundred Days' Reform attempts to modernise China.

1900

1899–1901
Boxer Rebellion

1908
The Dowager Empress Cixi dies.

1910

1911
Revolutions erupt across much of China.

1912
Pu Yi, the last Chinese emperor, abdicates.

1915
Japan declared '21 demands' on China.

1917
China declared war on Germany.

1920

CE

LESSON
7.2 How do we know about China from 1750–1918?

LEARNING INTENTION

By the end of this lesson you should be able to identify the value and limitations of different types of sources relevant to this topic.

TUNE IN

The development of photography during the nineteenth century also provided a new medium through which to study many of the key events.

SOURCE 1 shows the aftermath of a battle in the First Opium War.

How do you think photos like that in **SOURCE 1** would provide a new perspective for historians?

How would they change the way in which people of the time thought about particular events?

SOURCE 1 This photograph shows the aftermath of a battle in 1860 during the Second Opium War. Before photography, scenes like this could only be imagined by most people.

7.2.1 Sources of information

After China started to open up to foreign influence, traders engaged in commercial activity with foreigners, and international diplomats negotiated treaties with other countries. As a result, this period is richly documented with many written sources that give us the opportunity to study aspects of Chinese society during this vibrant age.

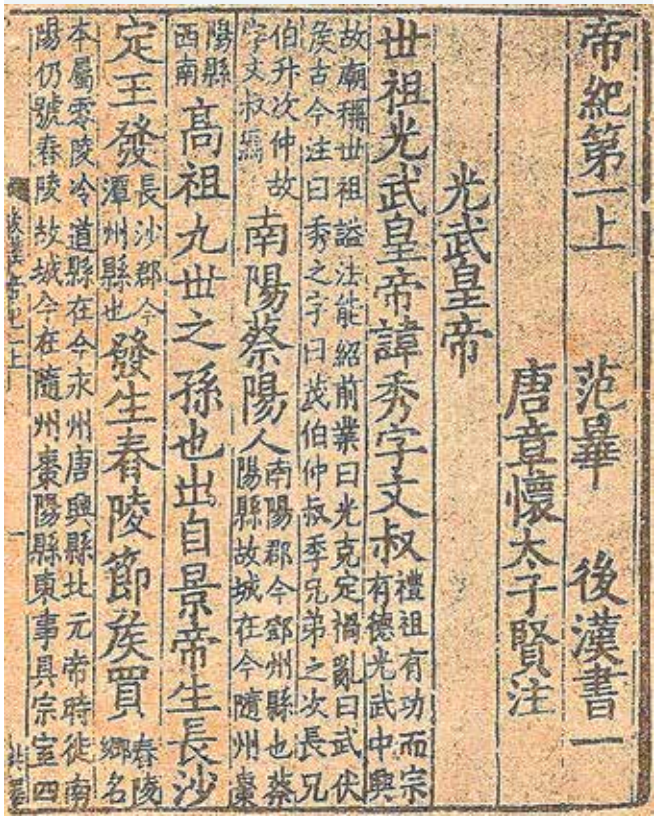
Chinese sources

Traditional Chinese society placed great importance on the study of history, in the belief that knowledge of the past influenced present behaviour. As a result, historians of China are able to draw on a diverse range of sources. Foremost of these are the dynastic histories, written by educated scholars to record the events of preceding dynasties. Many different scholars worked on the histories, so they provide a range of perspectives of the same event. The Chinese belief in the **mandate of heaven** imposed a limitation on the dynastic histories, however.

It was believed that a dynasty, ruling family or lineage collapsed, because the gods were displeased with the emperor. So the histories sometimes examined the various reasons for the downfall of the previous dynasty. This provided the current emperor with a kind of moral compass, a guide to follow to avoid the fate of earlier emperors. Despite this limitation, the dynastic histories are very valuable documents.

mandate of heaven the idea that heaven blessed the rule of a just emperor but could rescind that blessing if the emperor ruled unjustly

SOURCE 2 This image shows a page from the *Han Dynastic History*, a classical Chinese history text completed in 111 CE.


帝紀第一上
范曄 後漢書一
唐章懷太子賢注
光武皇帝
世祖光武皇帝諱秀字文叔
故廟稱世祖諡法能紹前業曰光克定禍亂曰武
秀古今注曰秀之字曰茂伯仲叔季兄弟之次長兄
伯升次仲故
字文叔焉
南陽蔡陽人
南陽郡今鄧州縣也蔡
陽縣故城在今隨州棗
陽縣西南
高祖九世之孫也出自景帝生長沙
定王發長沙郡今
潭州縣也發生春陵節侯買
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鄉名
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陽仍號春陵故城今在隨州棗陽縣東事具宗室四

SOURCE 3 This painting from 1742 shows a romanticised view of China that was common in Europe in the eighteenth century. Compare it with the portrayal of China in **SOURCE 6** in lesson 7.3.

‘Foreign’ sources

Information about China spread to the world beyond its borders mostly by way of Western visitors, who tended to see in China a reflection of more familiar European empires. The emperor was seen as a king who ruled over a nation of loyal subjects. The writings of Jesuit missionaries such as Francis Xavier in the sixteenth century were important in influencing the attitude of foreigners towards China.

But as relations between China and the West deteriorated in the nineteenth century, the portrayal of the Chinese became less favourable. The view of the emperor changed from that of a noble king to that of a power-hungry **despot**. Despite these changing views, there are still many documents from the time that are useful to historians. These include letters, diary entries and copies of the treaties that were signed.

Photographs

The invention of photography in the nineteenth century provided a completely new medium through which to interpret historical events. The Second Opium War 1856–1860 was one of the first wars to be recorded photographically. Much can be learned from photographs that other sources cannot reveal. Even everyday scenes take on a new dimension when seen in a photograph. A common error, however, is to assume that photographs are necessarily reliable historical sources because they show real events. It is important to keep in mind that behind every camera there is a photographer with his or her own intentions and perspectives.

despot a ruler with almost unlimited power who uses it unfairly or cruelly

SOURCE 4 A picture paints a thousand words. This photograph of Canton Harbour in the mid-nineteenth century is more evocative than most written descriptions could be.

7.2 SKILL ACTIVITY: Using historical sources

You've been asked to write a paragraph about how the development of photography brought a new dimension to the recording of history. You'll need to refer to **SOURCE 1** and **SOURCE 5** to help you analyse what changed.

SOURCE 5 Chinese soldiers in action against British troops during the First Opium War, painted after the event

For each source, **consider** the following questions:

1. Who constructed the image?
2. Why might they have decided to show a particular type of scene?
3. What can a painting bring that a photograph can't?
4. Could they have made a conscious decision as to how to construct the image for maximum effect? **Explain** your response.

Once you've answered those questions you're ready to construct your paragraph, answering the question: What did photography bring to the recording and study of history?

7.2 Exercise

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7.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 5	3, 6, 8	7, 9

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Check your understanding

1. Western views of China changed over time due to
   - A. increasing tensions between China and the West, with the view of the emperor shifting from that of a loving king to a power hungry despot.
   - B. Western society realising that their romanticised view of China was inaccurate.
   - C. the poor quality of the Jesuit missionary writings used to communicate about Chinese society to the West.
   - D. the decrease of Western visitors to the region, who had previously been the main source of information about Chinese society.
2. Examine **SOURCE 2**. Complete the following paragraph to explain why the dynastic histories are useful to historians.
   The dynastic histories show a record of _____; they also give an impression of the _____ the Chinese placed on _____ history; finally, they can reveal the _____ towards different people and issues, even if they might be subjective.
3. **Describe** how Western visitors initially viewed Chinese culture.
4. **Outline** why traditional Chinese society placed great importance on the study of history.
5. Photography provided an unfiltered view and a new way of recording history. True or false?

Apply your understanding

Using historical sources

6. **Consider** why it is important to remember that behind every photograph there is a photographer.
7. **Examine SOURCE 2** and explain what the limitations are of this kind of source.
8. **Describe** the attitude towards China as it appears in **SOURCE 3**.
9. **Compare SOURCES 4** and **1**. In what ways could photographs like these be unreliable?

LESSON
7.3 What was life like during the Qing dynasty?

LEARNING INTENTION

By the end of this lesson you should be able to identify and discuss the key features of the Qing dynasty in China.

TUNE IN

To the east lay the vast Pacific Ocean, to the west was the mountainous Tibetan Plateau — the 'roof of the world'. In the north was the expansive Gobi Desert, and to the south were mountain ranges and dense jungles.

This was China, largely unknown to the European world until the seventeenth century. Its vast size gave access to a range of raw materials resulting in self-sufficiency. Its location shaped its isolation, and its isolation shaped its culture and politics.

SOURCE 1 This map shows the geographical extent of the Qing dynasty.

Source: Map drawn by Spatial Vision.

1. Use the scale on the map to roughly calculate the size of China during the Qing dynasty.
2. What modern day country can you find that is of a similar size?

7.3.1 Naming the emperor

The naming of monarchs in China can be difficult to follow because the monarchs went by several names.

They had their personal name, their 'era' name, and even another name that was used after their death. Their personal name was never used after they became the monarch, and was in many cases forbidden to be used at all.

The name given to the new monarch was known as the 'era name' and was intended to reflect the political situation of the time. This is why an emperor would be referred to as, for example, the 'Guangxu emperor' or simply 'Guangxu', but not 'emperor Guangxu'

The illustration in **SOURCE 2** shows the Kangxi emperor, the fourth emperor of the Qing dynasty. It is from a silk scroll that today hangs in the Palace Museum, Beijing.

7.3.2 Confucianism

At the core of China's traditional beliefs was Confucianism. The philosopher Confucius (551–479 BCE) developed strong beliefs about society from an early age. As an adult he taught that the family was the basic building block of society and that it was the duty of the ruler to behave like a father to his people. He believed that each person should adopt and live by certain moral values. People should respect and obey their parents, and rulers should be chosen because of their wisdom, rather than their wealth. Confucius taught the 'five virtues': humanity, honesty, knowledge, integrity and manners. With its focus on harmonious relationships, Confucianism disdained military pursuits and war, believing they were not needed when Confucian values were in balance.

SOURCE 2 The Kangxi emperor, the fourth emperor of the Qing dynasty.

SOURCE 3 The flag of the Qing dynasty

Confucian beliefs dominated Chinese society from the second century CE and were incorporated into the way both the family and the state were run. With such a rigid philosophical system in place, rebellion or discontent seemed unimaginable, yet there were many rebellions, uprisings and dynastic changes over the centuries.

7.3.3 Government, art and economy

Government

In traditional Chinese society the emperor ruled with the 'mandate of heaven', meaning his rule was legitimate as long as the gods judged his actions to be in harmony with the natural order of the universe. He had to rule with fairness and wisdom or risk a loss of his mandate. Famine caused by crop failure due to flood or drought might indicate a loss of mandate, justifying the emperor's overthrow.

Helping the emperor maintain power were the Grand Council, made up of the nobility and high-ranking bureaucrats, and the six Boards of Civil Office that controlled various aspects of daily life — revenue, punishment, war, work, ceremonies and civil affairs. Holders of these offices were selected through a rigorous examination process to ensure the most talented candidates were chosen.

In 1644 the last imperial dynasty to rule China, the Qing (also known as the Manchu) dynasty, came to power. Under the Qing, the country was divided into 18 provinces, each ruled by a governor. The provinces, in turn, were divided into districts. At district level a district magistrate governed a group of local neighbourhoods, each made up of roughly 1000 homes. It was expected that households would report local crimes, because a whole neighbourhood could be collectively punished if crimes were not reported. Similarly, an entire village could be held responsible for the lawlessness of a few. This climate of fear helped to dissuade would-be rebels.

The artful Qing

During the reign of the Qing dynasty, art, architecture and literature became more diverse than under previous dynasties. New materials such as glass and enamel were now used in artworks, but at the same time many craftsmen turned to very old themes for their art. Painters of the time learned new techniques that Jesuits had developed in Europe during the Renaissance. The technique of perspective and the use of oil-based paints became common during the Qing dynasty.

Economy

In 1750 China's economy was strong. There had been a period of conflict after the overthrow of the previous Ming dynasty, but as the Qing gained power over all of China, peace was restored. The era of peace, combined with the introduction of a range of new foreign food crops, allowed the population to grow. The export of silk, tea and manufactured goods to Europe gave rise to a time of general prosperity. Although trade with foreign powers was regarded with suspicion, within China people were encouraged to participate in local markets. Until the mid-nineteenth century, the Qing economy could be described as active and growing. But this was to change dramatically.

7.3.4 Women in traditional China

China during the Qing Dynasty was strongly influenced by Confucianism, but what did this actually mean for those who lived their lives under the emperor?

Confucianism holds that the family is the basic building block of society. Subsequently, women held a largely domestic role in traditional Chinese society and were considered inferior and **subordinate** to men.

subordinate having a lower or less important position

Such was the status of women in China that in popular traditional literature a female character might even say that in a previous life she was a man but had been reborn a woman to punish her for sins committed in that life. The life of a woman in China was seen in terms of the 'three subordinations'; firstly to her father when growing up, secondly to her husband, and lastly to her eldest son after her husband's death.

Marriage in China was less a union between a man and a woman, and more like a union between two families. Therefore, it was organised by the parents of those being married. Their domestic role meant that women were never the head of the household in China; however, a woman's important role in the house was seen as compensation for her exclusion from public affairs.

The subservient status of women in traditional Chinese society was also reflected in the practice of foot binding. Its origins remain unclear but it is thought that the practice was begun to imitate the appearance of a favourite **concubine** of a ninth-century emperor. It was a painful process in which the toes on both feet except for the big toes would be broken and bound against the soles of the feet to make a pointed triangular shape. Foot binding spread from the upper classes and was widely practised across China.

concubine a woman who lives with a man she is not married to and has a lower social rank than his wife

In spite of these disadvantages some women made their mark on traditional China. Among these women were scholars and poets, but also leaders. The Dowager Empress Cixi ruled China when her very young son inherited the throne in 1861. She eventually ruled on her own until 1908.

Large numbers of women fought during the Taiping Rebellion in the 1850s (see lesson 7.5), and at the turn of the twentieth century the Boxer Rebellion (see lesson 7.7) saw groups of women called the Red Lanterns support and at times fight for the cause of the Boxers. A song from the time celebrated their involvement in the rebellion with the line 'The Red Lanterns and the Boxers are brothers and sisters in revolt; with one heart they fight the foreign officials'.

The basket shown in **SOURCE 4** was used to obscure the bride's face in the same way that a veil is used in Western weddings. It was customary that the bride's face would not be seen until she was in her new husband's home.

tlvd-10680

SOURCE 4 A bride on her way to her wedding in the early twentieth century.

SOURCE 5 A 1911 photograph of a woman reveals the effects of years of foot binding.

7.3.5 Men in traditional China — the four occupations

Social organisation in imperial China was similar in some ways to Europe's feudal system. All classes were subservient to the emperor. The hierarchical class structure categorised the population into the 'four occupations'. In order of importance, these were:

- Shi — aristocrats, philosophers and government administrators
- Nong — farmers; considered important because they grew the food that fed the nation
- Gong — artists and craftsmen; also valued because they produced goods essential to society
- Shang — merchants; placed at the lowest recognised level because they did not produce anything but rather profited from others' work.

Prior to the mid-nineteenth century, the four occupations would be almost exclusively occupied by men.

The four occupations reflected those who ruled, those who produced, those who created, and those who traded. Some of the many occupations not included are soldiers, priests and other religious clergy, and domestic servants.

7.3.6 Children

In China, sons were much more highly valued by their family than daughters. This was because when they married, a son would stay in the family and contribute to its success, but a daughter would not. During times of hardship or famine, a boy's health and wellbeing would be put ahead of that of a girl. Subsequently, many more girls died during harsh times than boys.

At a young age children were schooled in the Confucian virtues of humanity, honesty, knowledge, integrity and manners. Upon reaching about five years of age, peasant boys began helping in the fields and girls began taking part in household chores. For those of higher social standing, education continued, although learning was strictly in line with Confucian ideals.

tlvd-10681

SOURCE 6 A mid-nineteenth-century photograph of a Chinese man with his children

SOURCE 7 Chinese peasants of the Qing dynasty. This print dates from around 1830.

7.3 SKILL ACTIVITY: Using historical sources

Consider the change over time of the geographic nature of Qing dynasty China. Use **SOURCE 1** as a starting point for your research. You should print it, or copy it to an app in which you can edit or mark up the image.

1. Firstly, use an atlas to **identify** which modern day countries are within the borders of the Qing Dynasty.
2. Shade the area of each one in a different colour and label which country it is today.
3. **Annotate** each with a sentence that explains when each one became independent from China.
4. Is there a pattern to the changes? Did the changes occur violently or peacefully?

7.3 Exercise

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7.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 6	3, 5, 7, 9	8, 10, 11

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Check your understanding

1. How was marriage in traditional China different from how we would view it today?
   - **A.** It was viewed as a union between two villages rather than as a union between a man and a woman.
   - **B.** It was viewed as a union between a man and a woman rather than as a union between two families.
   - **C.** It was viewed in much the same way.
   - **D.** It was viewed as a union between two families rather than as a union between a man and a woman.
2. In what way was China self-sufficient?
   - **A.** China had few natural resources and little arable land.
   - **B.** China had vast arable lands but few natural resources.
   - **C.** China had vast natural resources but little arable land.
   - **D.** China had vast natural resources and arable land.
3. An important idea of Confucianism is that the family is the core of society. True or False?
4. Name four geographical features that influenced the isolation of China.
5. **Explain** the impact that favouring the wellbeing of boys over girls might have on Chinese society

Apply your understanding

Communicating

6. Look at **SOURCE 3**. **Suggest** reasons why you think a dragon was chosen for the flag of the Qing dynasty.
7. **Summarise** the structure of the Qing government in a simple diagram. How does this help to indicate how much power the emperor held?
8. **Explain** how **SOURCES 4** and **5** reflect the social standing of women in traditional China.
9. **Compare** the clothes of the peasants shown in **SOURCE 7** with those of the Kangxi emperor in **SOURCE 2**. **Determine** what information this provides about traditional Chinese society.
10. **Describe** the features in **SOURCE 6** that might help to indicate the family's social class.
11. **Discuss** the extent to which Confucianism encouraged change in China.

LESSON
7.4 How did foreign contact impact China?

LEARNING INTENTION

By the end of this lesson you should be able to explain the reasons for, and the impact of, early foreign contact with the Qing dynasty in China.

tlvd-10682

TUNE IN

From imperial superpower to crisis state within a century. This was China from the mid-1700s to the mid-1800s. The Qing dynasty went from being an imperial power to a crisis state facing rebellions within its borders and foreign pressures from beyond. What happened?

SOURCE 1 is a nineteenth-century French political cartoon that shows China being carved up by foreign powers; from left to right, Britain, Germany, Russia, France and Japan. The Qing Emperor is protesting in the background.

Look at **SOURCE 1**. From what you know of the Qing dynasty so far from this topic, what appears to be changing according to this image? What questions does this image raise for you that you want to answer?

SOURCE 1 Nineteenth-century French political cartoon

7.4.1 Early contact

Foreign influence and interference, beginning in the eighteenth century, had an enduring effect on China. It played a major part in the eventual downfall of the dynastic system and helped bring about the beginning of a new era in Chinese history. It also brought great suffering to a large part of the population, especially through forced trade and the rebellions that arose against foreign influence.

The combination of China's self-sufficiency and the central role played by the rigid ideals of Confucianism generated a feeling of disdain towards foreigners. The Qing dynasty believed that China was at the centre of the world and that foreigners could offer nothing of value. The military system was structured to ensure China was protected from foreign interference. Central to this structure were the 'Banner Armies', so named because the different units were identifiable by differently coloured banners. Developed by the previous dynasty, the Banner Armies defended the empire against foreign intervention and helped the emperor crush internal rebellion.

The Ming dynasty, which preceded the Qing, was equally scornful of foreigners. Until the sixteenth century, the only foreigners to venture to China were merchant adventurers who followed the famous **Marco Polo**, or missionaries hoping to spread Christianity. Small in number, they were regarded as posing no threat;

Marco Polo merchant from Venice who travelled through Asia in the thirteenth century; generally credited with introducing Europeans to China and Central Asia

indeed, they were usually looked on merely as curiosities. But in 1514 an interesting convergence occurred. The Portuguese, who had discovered the sea route to the Spice Islands of the East Indies, were regularly trading in South-East Asia for the valuable spices found there. At the same time Chinese merchants were travelling south through the same region to trade silk, porcelain and other items and often used the same harbours as the Portuguese. Impressed with what they saw, and keen to establish trading ties with the Chinese, the enterprising Portuguese followed the **junks** back to China.

Initially their approaches were rebuffed, but as relations improved the Portuguese were permitted to establish a trading post south of the city of Guangzhou (Canton) that came to be known as Macao. This system of opening a limited number of ports to foreign trade became known as the Canton System. Foreigners continued to be regarded as barbarians, but the Portuguese were tolerated largely because they were prepared to pay tribute to the emperor through the giving of gifts or other valuables. The emperor saw this as an acknowledgement of their inferiority.

SOURCE 2 An archer from one of the emperor's Banner Armies

SOURCE 3 A sixteenth-century Chinese junk looked similar to this.

7.4.2 Increasing European influence

Once the Portuguese had established trading posts in China, other rival European powers wanted to do the same. The Spanish, Dutch and British also wanted to trade in silk, porcelain, tea and other goods, but their efforts were generally seen by the Chinese as little more than a nuisance. By the late 1700s however, the British had established themselves as the key foreign trader in China. Their base in India, as well as the popularity of tea in Britain, meant they had both the market and the ships needed to maintain busy trade routes.

The Chinese had previously restricted and regulated foreign trade and travel in China. The British, determined to expand operations in China, resented these rules. For example, foreign trade was restricted to the city of Guangzhou between October and May. Merchants were also forced to pay various taxes and tariffs that appeared to change without notice and often seemed excessive.

In 1792, to try to find a diplomatic breakthrough, the British sent an ambassador, Sir George Macartney, to Beijing (see **SOURCE 4**). The mission was ultimately unsuccessful. Initially this was explained by Macartney's insulting refusal to **kowtow** in the presence of the emperor. A broader explanation, however, points to the incompatibility between the world views held by the British and the Chinese.

junk Chinese sailing ship
kowtow to kneel and touch the forehead to the ground in deep respect for an emperor

The Chinese were an inward-looking nation, content with minimal trade, while the British were determined to expand and establish British traditions around the world. Subsequently, the emperor sent a letter to England's King George III in which he pointed out that China already had everything it needed and saw no value in or use for the items Britain wanted to trade (see **SOURCE 5**). The Chinese saw Macartney's failed mission as further proof of their superiority to foreigners. For the British, it merely signalled a small delay in their plans.

SOURCE 4 A caricature of Lord Macartney's visit to China in 1792, published in Britain the same year. The emperor is portrayed as cunning while Macartney, it is suggested, maintains his composure.

SOURCE 5 From the letter Emperor Qian Long of China sent to George III in 1793

As your Ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious, and have no use for your country's manufactures.

SOURCE 6 An excerpt from Lord Macartney's journal of his mission to China

… such exquisite workmanship, and in such profusion, that our presents must shrink from the comparison and hide their diminished heads.

SkillBuilders to support skill development

- 1.10 Analysing cause and effect

7.4 SKILL ACTIVITY: Communicating, Historical perspectives and interpretations

1. When cultures collide, it usually has a range of both intended and unintended effects. This is as true for foreign contact with China as it is for any other topic. Use a grid like the one below to **consider** the intended and unintended effects that foreign contact had on China. There is space to consider 'what next' so you can try to predict how things might turn out in the long-term.

An intended effect of foreign contact for China was:	The long-term impact of this effect might be:
An unintended effect of foreign contact for China was:	The long-term impact of this effect might be:
An intended effect of foreign contact for one of the foreign countries was:	The long-term impact of this effect might be:
An unintended effect of foreign contact for one of the foreign countries was:	The long-term impact of this effect might be:

2. **Consider** this statement: When two cultures clash, the long term impacts cannot be foreseen.

   Could this be true when considering foreign contact with China in the eighteenth and nineteenth centuries? What evidence can you use to **justify** your ideas?

7.4 Exercise

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7.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 5	4, 6, 7	8, 9, 10

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Check your understanding

1. **Select** which of the following statements best sum up how Confucianism influenced Chinese attitudes to foreigners.
   - **A.** The Chinese believed that China was at the edge of the world and that foreigners could offer a lot.
   - **B.** The Chinese believed that China was at the edge of the world and that foreigners could offer nothing of value.
   - **C.** The Chinese believed that China was the centre of the world and that foreigners could offer nothing of value.
   - **D.** The Chinese believed that China was the centre of the world and that foreigners could offer a lot.
2. Complete the following sentences. _____ armies were the main army units identified by different-coloured _____. Their role was to _____ the empire against foreign _____ and to crush _____.
3. The Portuguese traders were tolerated because they paid tribute to the emperor, who saw that as an acknowledgement of their inferiority. True or false?
4. **Describe** how luck played a role in the 1514 contact between Portuguese and Chinese traders.
5. **Summarise** how Britain came to play a major trading role in China.

Apply your understanding

Using historical sources

6. **Investigate SOURCE 4**. Why do you think the British artist has portrayed the Chinese emperor in this way?
7. **Analyse SOURCE 4** along with the image portrayed in **SOURCE 2** in lesson 7.3. What are the key differences?
8. **Determine** what might explain the change in British attitudes towards China.
9. **Compare** and **contrast SOURCES 5** and **6** in their attitudes towards Chinese products.
10. **Examine SOURCES 5** and **6**. **Evaluate** why would a historian accept these sources as reliable.

LESSON
7.5 Why did contact lead to conflict?

LEARNING INTENTION

By the end of this lesson you should be able to understand why foreign contact with China developed into conflict, and the results of that conflict.

TUNE IN

As is often the case with wars throughout history, the conflicts between China and Western nations had their origins in economics. When trade conditions were not favourable to one side, demands were made on the other, and when those demands were refused the resulting diplomatic crisis escalated until one side used military action to force an outcome.

SOURCE 1 When diplomacy fails. In this image the British Navy bombards Canton during the First Opium War.

BOMBARDMENT OF CANTON BY THE ENGLISH.

SOURCE 1 shows the bombardment of a Chinese port by the British Royal Navy. What do you think the intended outcome of this action was for the British? Why do you think they would actively destroy a port that they could use themselves?

7.5.1 Tension boils over in the First Opium War 1839–1842

When the Chinese began to trade with the British they enjoyed a 'trade surplus', meaning that the value of their exports to Britain was greater than the value of the goods being imported. This meant China was making a profit. Eager to balance the trade, the British began importing opium into China. In China opium had been a rarely used, expensive recreational and medicinal drug, but the increase in availability due to the British trade made it cheaper and more widespread.

Despite an import ban on opium, the British began to smuggle large amounts of it into China. Corruption was widespread and Chinese officials were easily bribed, making the trade easy. As much of the population became addicted, the illicit trade grew. The social and economic impact of the opium trade — explored further in the next lesson — forced the emperor to act. He appointed a politician named Lin Zexu to the role of Imperial Commissioner to deal with the illegal opium trade. Lin approached the matter with both diplomacy and force. He wrote an open letter to Queen Victoria in which he emotionally urged her to acknowledge the damage the opium trade was inflicting and to end it (see **SOURCE 2**).

aud-0520

SOURCE 2 Lin Zexu wrote the following open letter to Queen Victoria. It was published in newspapers in China. In it he refers to the British merchants who illegally trade opium as 'barbarians' and outlines a range of reasons why the trade should cease. Queen Victoria did not see the letter until after the First Opium War had begun.

Dear Your Royal Highness Queen Victoria,

… You have traded in China for two hundred years, and as a result, your country has become wealthy. But after this long period of trade, there appear both good persons and bad. There are those who smuggle opium to seduce the Chinese people and cause the spread of the poison to all provinces. Such persons who only care to profit themselves, and disregard their harm to others, are not tolerated by Chinese law and are hated.

The law [in China] calls for the death penalty for people who sell opium or smoke opium. Those barbarians who through the years have been selling opium, then the deep harm they have caused, and the great profit they have made, should justify their execution according to law. Fortunately we have received a specially extended favor from His Majesty the Emperor, who considers that for those who voluntarily surrender there are still some circumstances to pardon their crime, and so for the time being he has magnanimously excused them from punishment. But … it is difficult for the law to pardon them repeatedly.

I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood. Since it is not permitted in your own country, then even less should you let it be passed on to harm other countries.

Is there a single article from China which has done any harm to foreign countries? Take tea, for example; the foreign countries cannot get along for a single day without them. Moreover the textiles of foreign countries cannot be woven unless they obtain Chinese silk. If China cuts off these beneficial exports, what profit can the barbarians expect to make? There is also ginger, cinnamon, and so forth, and articles for use, beginning with silk, satin, chinaware, which foreign countries want from China. On the other hand, articles coming from the outside to China can only be used as toys. What difficulty would there be if we closed our frontier and stopped the trade?

Anyone who dares again attempt to plant and manufacture opium should be severely punished.

He who sells opium shall receive the death penalty and he who smokes it also the death penalty. Now consider this: if the barbarians do not bring opium, then how can the Chinese people resell it, and how can they smoke it? The fact is that the wicked barbarians beguile the Chinese people into a death trap.

The Emperor cannot bear to execute people without having first tried to reform them by instruction. Therefore he enacts these fixed regulations. The barbarian merchants of your country, if they wish to do business for a prolonged period, are required to obey our statutes respectfully and to cut off permanently the source of opium.

May you check your wicked people before they come to China, in order to guarantee the peace of your nation, to show further the sincerity of your politeness and submissiveness, and to let the two countries enjoy together the blessings of peace! After receiving this dispatch will you immediately give us a prompt reply regarding the details and circumstances of your stopping the opium traffic.

Yours sincerely, Lin Zexu, Commissioner of the Celestial Empire (China)

Around the same time, though, when Lin arrived in Guangzhou, he quickly had hundreds of opium dealers arrested and tens of thousands of opium pipes confiscated. When he could not persuade foreign companies to hand over their opium stockpiles, he had the warehouses in Guangzhou besieged to force their compliance. When they eventually surrendered the opium, it was destroyed, further increasing tensions between China and Britain. Despite this apparent success for the Chinese, tensions with the British remained high. When a Chinese man named Lin Weixi was killed in Kowloon by a British sailor on 4 September 1839 and the culprit could not be found, the Chinese demanded that someone — anyone — should be handed over to the authorities for punishment. This was not unusual in China, where the community was held responsible for its lawbreakers, but to the British it was unthinkable, and they refused. When found, the men were tried by the British under British law and fined for unruly behaviour. Unsatisfied, Lin confronted the British with a fleet of war junks and prevented the sale of food to the British, once again effectively besieging them in the harbour until the culprits were handed over. The British again refused and shots were exchanged, signalling the start of the First Opium War.

The Chinese were outclassed technologically by the British forces. Their ships were inferior to the British navy's, and China's soldiers were only a part-time force armed mainly with bows and arrows and knives,

whereas the standing British army was made up of well-trained troops armed with modern muskets. The war ended in 1842 with the signing of the Treaty of Nanjing. Under the terms of the treaty, the Chinese were forced to open a number of ports to British trading ships, Hong Kong was ceded to the British and remained a British colony until 1997, and China was forced to pay several million silver dollars to the British as compensation for the opium destroyed at the beginning of the war and for the cost of the war to the British. The treaty was the first of a number of what the Chinese called 'unequal treaties' because the British, for their part, faced no obligations under the terms.

7.5.2 More conflicts and rebellion

The Taiping Rebellion

Historians still debate whether the First Opium War was a direct cause of the Taiping Rebellion. The Qing dynasty already faced a number of internal problems, including social conflict, economic stagnation and a population growth rate that was putting a heavy strain on resources. The country also suffered a major drought in 1847 and disastrous floods in 1849 and 1852. All these problems, compounded by their humiliating defeat at the hands of the British in the First Opium War, were too much for the Chinese government to deal with.

The Taiping Rebellion began in 1850 and spread over most of southern China before finally being suppressed in 1864. It was led by Hong Xiuquan who, after religious visions experienced during an illness, was inspired to preach a new form of Christianity in China. The aim of the rebels was to overthrow the Qing dynasty and replace it with a new kingdom in which all land belonged to the state and women were given a more equal status with men, and they nearly succeeded. It is estimated that some 20 million people died over the course of the rebellion, making it one of the deadliest conflicts in history.

SOURCE 3 One of a series of 20 nineteenth-century paintings commemorating the Taiping Rebellion. The image shows rebels retreating across a bridge pursued by Chinese imperial forces. It portrays some sense of the scale of the battles that were fought during the rebellion.

While the rebellion raged, the Second Opium War broke out with Britain, this time allied with France. Also known as the Arrow War, it began when Chinese authorities boarded a ship called the Arrow and arrested the crew under suspicion of piracy. Unable to manage the crisis of the Taiping Rebellion at the same time as this new conflict, China was forced to sign another humiliating treaty. Over the two decades of the 1840s and 1850s, China signed no fewer than six separate treaties with France, Britain, Russia and the United States, each one forcing more concessions to the foreigners (see **SOURCE 4**). In an effort to protect their new gains, the British and French sided with the Qing against the Taiping rebels, supplying weapons and soldiers. Although this helped crush the rebellion, it also further cemented in the minds of many Chinese an image of Qing weakness and submission to foreign influence.

SOURCE 4 Some of the unequal treaties imposed on China by foreign powers in the nineteenth century

Year	Treaty of	Imposed by
1842	Nanjing	Britain
1844	Wangxia	USA
1844	Whampoa	France
1858	Tianjin	Britain, France
1858	Aigun	Russia
1859	Beijing	Britain, France

A new empress

In 1861 the Xianfeng emperor died. Because his five-year old son was too young to rule on his own, a group of regents (people appointed to rule in the place of the monarch if they are too young or incapacitated) was formed to take over his duties. Soon, though, the young emperor's mother, Cixi, eliminated the other members of the group and established herself as the new ruler of China — the Empress Dowager (see **SOURCE 5**). In 1889 she nominated the new Guangxu emperor to take over power when she retired from her role as dowager empress. However, in reality he never ruled in his own right, and was always under Cixi's influence even after she stepped down.

During the time of Cixi, although without her backing, there arose some hopes for reforms of the more rigid aspects of dynastic rule. The scholar Kang Yuwei planned and implemented a series of reforms with the help of the Guangxu emperor. In 1898 the 'Hundred Days' Reform' was intended to introduce radical decrees that would help modernise China, but the powerful and conservative Cixi, who still effectively ruled, rescinded almost all the reforms. She had the emperor arrested and many of the reformers executed. Her absolute rule was once again established over China, yet the problems she faced did not go away.

SOURCE 5 The Empress Dowager Cixi ruled China from 1861 to 1908

aud-0521

SOURCE 6 From the Guangxu emperor's Reform Decree of 1898

I shall never feel that my duty as Sovereign is fulfilled until I have raised them all [the Chinese people] to a condition of peaceful prosperity. Moreover, do not the foreign Powers surround our Empire, committing frequent acts of aggression? Unless we learn and adopt the sources of their strength, our plight cannot be remedied.

The Sino-Japanese War

It was not only European powers that were looking to expand their influence into Qing China. Later in the nineteenth century, Japan, too, had ambitions of territorial expansion. They fought with China over control of Korea in 1894 and 1895. The Meiji Restoration period after 1868 had seen Japan become an industrialised state as new technology was introduced from the West. As a result Japan extended its influence in the region and the Korean Peninsula, a longstanding area of conflict between Japan and China, was once again fought over in the Sino-Japanese War of 1894–95.

Japan was victorious and the war ended with the signing of the Treaty of Shimonoseki. The treaty gave Japan considerable rights over the area of Korea, but in addition Japan was also ceded the island of Taiwan as well as

large regions of Manchuria in northern China. Almost more important than China's loss of territory was its loss of prestige. The end of the war resulted in Japan playing a more significant role as a foreign power in China and altered the political balance of power in the region. This would have long-term consequences into World War I.

7.5 SKILL ACTIVITY: Using historical sources

Locating and identifying relevant primary and secondary sources

Conduct research into what historians have said of the 'unequal treaties'.

1. Using Ebsco Host, Google Scholar, Trove, or other relevant online archives, search for information about one of the unequal treaties and what has been said about it by historians.
2. **Arrange** your findings visually. You might find a range of different perspectives from different times, in which case you should arrange them on a timeline. Have perspectives about the treaties changed over time? Why might that have happened?
3. Does it seem to you that most historians would agree that the treaties were 'unequal'? Why or why not?

7.5 Exercise

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7.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
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Check your understanding

1. The First Opium War ended in 1842 with the signing of the _____, bringing victory to Britain.
2. The unequal nature of treaties led to much anger in China. True or false?
3. Why did the death of the Xianfeng emperor cause political instability?
   - A. Because he left no heir
   - B. Because his son was too young to rule
   - C. Because he left too many heirs, who fought over the throne
   - D. Because he had only daughters
4. In your own words, **summarise** the long-term and short-term causes of the First Opium War.
5. Using bullet points, **create** a timeline that **summarises** the causes of the Taiping Rebellion. Separate them into what you would consider long-term and short-term causes.
6. **Explain** how the loss of prestige in the Sino-Japanese War in 1895 was more important than the loss of territory.

Apply your understanding

Communicating

7. **Summarise** the reforms that are called for in the Guangxu emperor's Reform Decree in **SOURCE 6**.
8. **Explain** the key reasons why Lin Zexu, in **SOURCE 2**, wants the opium trade to stop.
9. Write a response to the letter from, or on behalf of, Queen Victoria. In it you should **elaborate** on your understanding of the trade as well as your thoughts on whether or not it should, or could, be stopped.
10. Using the information you have gathered so far in this topic, answer the following question in an extended response: 'Why were British and Chinese world views incompatible in the eighteenth century?'
11. **Consider** what your response would be to the statement that the rigid system of government and power in China helped lead to tension with foreign powers. Use specific evidence to support your ideas.

LESSON
7.6 How did China change internally?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the patterns of change and continuity in China. You should also be able to consider the relationship between events, ideas, people and movements.

TUNE IN

The impacts of foreigners on Chinese society since their first arrival in the sixteenth century varied widely. Missionaries spread the ideas of Christianity to many parts of the land; the trade of Western goods introduced new ideas; but perhaps no foreign import had a greater social impact than the addictive drug, opium.

SOURCE 1 A British observer's remarks on the effects of opium, from 1847

Those who begin its use at twenty may expect to die at thirty years of age: the countenance becomes pallid, the eyes assume a wild brightness, the memory fails, the gait totters, mental exertion and moral courage sink ... atrophy reduces the victim to a ghastly spectacle, who has ceased to live before he has ceased to exist.

SOURCE 1 outlines some of the effects of opium. What effects would this start to have on the different levels of society — the individual, the ability to work and, eventually, the economy? What do you think the reaction from those in power in China might be to those who take opium and those who trade in it?

7.6.1 Economic effects

The signing of the Treaty of Nanjing in 1842 may have ended the Opium War, but it did not end the opium trade. In fact, the trade increased because trade with the British was forced upon China — opium meant business, and business was booming. In return for the opium that the British imported to China, tea and silk were exported back to Britain. In the years from 1843 to 1855 the export of tea increased from 7000 tonnes to 42 000 tonnes. In the same period, silk exports rose from 2000 bales in 1843 to 56 000 bales in 1855.

On the surface, this may seem like a positive aspect of the trade. Certainly, tea- and silk-producing regions close to the trading ports did expand and benefit from the trade. But a closer look will reveal that these benefits were short term. As demand for these two commodities increased, production shifted away from food crops and so less food was being produced. This shortage of food crops pushed prices up which made simple survival more difficult for many people.

The trade in silk had a further long-term effect. China's textile industry had a very long history — as far back as 3000 BCE. It had undergone a variety of developments over the centuries, but ironically it was the high quality

SOURCE 2 The sap of the opium poppy flower is harvested and refined to produce the drug.

of local textiles that caused the industry to decline. In addition to bringing in opium, Western countries also introduced cheaper, machine-produced textiles with which to trade. This caused a decrease in the demand for locally made goods and crippled the local textile industry.

Even China's traditional trade routes were suffering. Under the existing Canton System, foreign goods arrived at port and were then transported through inland waterways and coastal roads. As a result, many people had come to rely on the passing traffic for their livelihoods, either by selling food or offering other services. The opening of other trading ports meant goods were now transported from one port to another by sea, so those people who relied on inland traffic for their income suffered.

7.6.2 Social effects

As the trade in opium continued, a drug that had been used medicinally in China for centuries soon became a drug of dependency for a large proportion of the population. As the quantity of opium coming into China increased, it became cheaper. Opium was soon available not just to the wealthy but to a wide cross-section of society. At the turn of the nineteenth century, about 2500 tonnes of opium were being imported into China annually. By the middle of the century, that figure had increased almost tenfold to 23 000 tonnes. It is estimated that at the height of opium usage in China, almost all men used it and about a quarter of the entire male population was addicted.

Access to opium and the high unemployment caused by the economic situation in China were a devastating combination. Opium dens like the one in **SOURCE 3** became popular, especially with unemployed men who did not work during the day. Patrons reclined and smoked opium through long pipes. Some dens were highly

SOURCE 3 An opium den in Canton, China, c. 1900

ornate and richly furnished; others were simple rooms. The décor reflected the social standing of those who used the rooms. The profusion of opium dens indicates just how widespread the use of the drug was. The effects of long-term use of opium are described in **SOURCE 1**. Despite attempts to ban the drug and threats of harsh punishments for selling it, as illustrated in **SOURCES 5** and **6**, trade and use of opium continued.

Eventually some British politicians recognised the responsibility they had for the disastrous situation in China. Some sixty years after the end of the Opium War, Lord Justice Fry of the British Court of Appeal expressed his views, seen in **SOURCE 4**. However, by then the damage had been done.

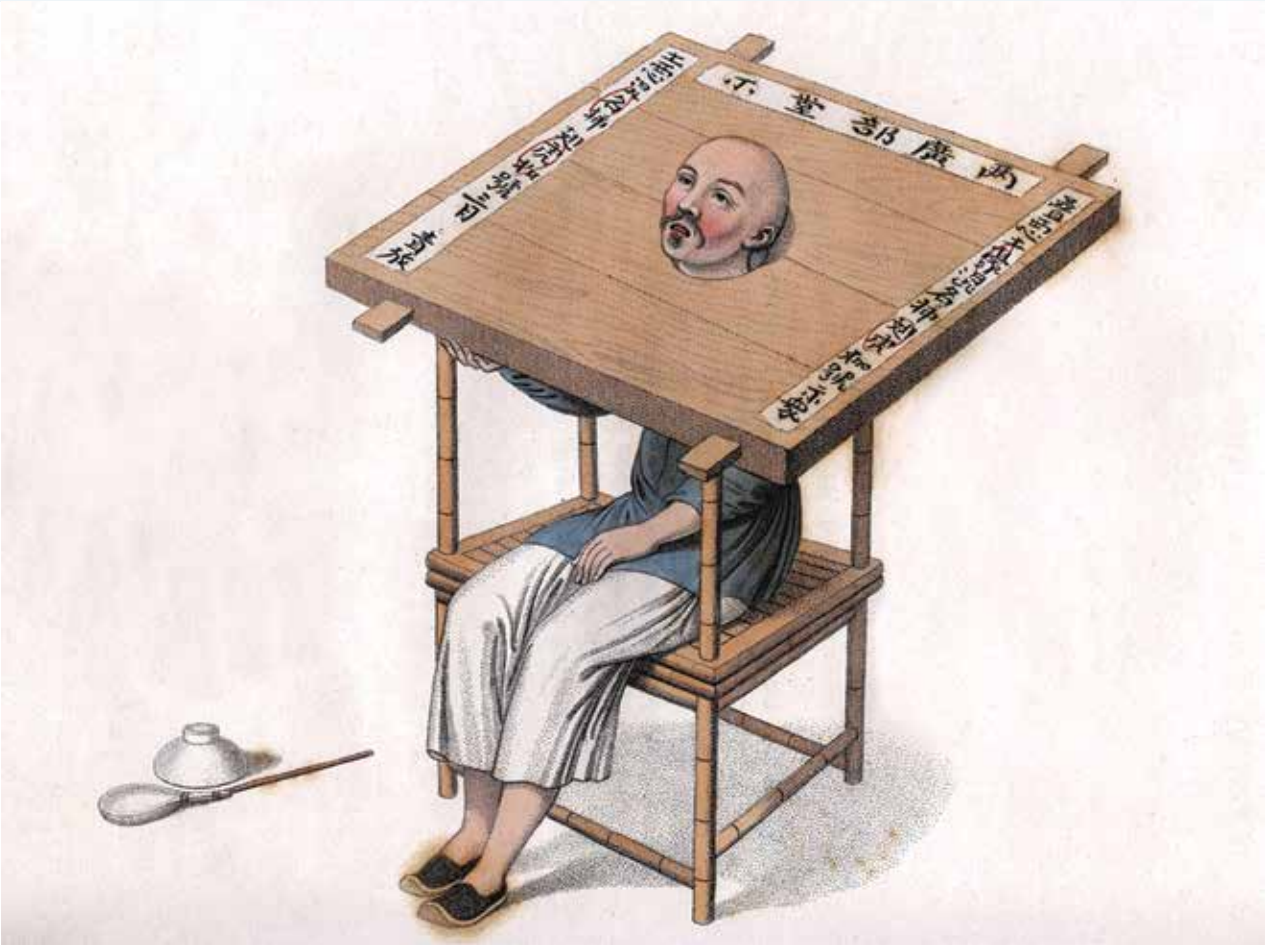
SOURCE 4 Lord Justice Fry's comment regarding Britain's moral responsibility for the situation in China, from around 1908

We English, by the policies we have pursued, are morally responsible for every acre of land in China which is withdrawn from the cultivation of grain and devoted to that of the poppy; so that the fact of the growth of the drug in China ought only to increase our sense of responsibility.

SOURCE 5 Edict following the ban on opium in 1839

Let the buyers and smokers of opium be punished with one hundred blows, and condemned to wear the wooden collar for two months. Then, let them declare the seller's name, that he may be seized and punished.

SOURCE 6 An 1804 engraving of a wooden punishment collar as described in **SOURCE 5**. The writing indicates the crime for which the prisoner is being punished.



DISCUSS

The opium trade was highly lucrative for the British in the nineteenth century, but its impact on China was significant.

1. Do you think all the positive and negative consequences were considered by the British as the trade progressed?
2. How much do you think governments in the modern world have an obligation to try to reach a balance of positive outcomes for both sides?
3. Think about what might happen today if a trade agreement between Australia and another nation had positive outcomes for one side but negative outcomes for the other. How might each country react in that situation?

7.6.3 Expanding contacts

Foreign ideas

The **Jesuit** missionaries of the sixteenth century brought with them not only Christianity but also European ideas and technology, particularly in the fields of astronomy and science. They shared their European views with the Chinese and returned to Europe with tales of China's wonders. Yet their numbers were small and any ideas or new technology they conveyed tended to remain within the emperor's inner circle rather than circulated throughout the country.

Some missionaries, however, came to be trusted within the emperor's court and played an important role in early Chinese and European relations. Matteo Ricci and Adam Schall von Bell were two early examples. They learned the language and translated classical Western texts into Chinese, which helped to spread the ideas of European scholars such as Galileo. Particularly in the sixteenth and seventeenth centuries, the Jesuit missionaries promoted what was the first example of cultural exchange between China and the West.

As the inflow of foreigners in China increased in the eighteenth and nineteenth centuries, the spread of Western ideas also began to increase. During this time, Chinese citizens were beginning to travel abroad and brought home with them new ideas in the fields of science, technology and social reform. The nineteenth century had seen such unrest in China that more and more people were beginning to question their traditional beliefs. The Qing dynasty appeared to be losing the mandate of heaven.

In 1898, many of these ideas were brought together and promoted in what became known as the Hundred Days' Reform. The reformers, led by the Guangxu emperor, decided that for China to become strong again some changes were needed. They thought that reforms must be accompanied by fundamental changes to institutions and ideology. These ideas included the modernisation of the education system, the restructure and strengthening of the military and the modernisation of China's industrial capability.

The Hundred Days' Reform failed when conservative opponents, supported by Empress Cixi, removed Guangxu from power. The conservatives did not necessarily oppose the modernisation of China; but they feared that the intended reforms would only increase foreign influence.

The Chinese Diaspora

During the nineteenth century a large number of Chinese decided, or were forced, to emigrate due to different factors. This spreading of the population became known as the Chinese Diaspora. Famines in the southern coastal provinces of Fujian and Guangdong, combined with the effects of the Opium Wars and the Taiping Rebellion, disrupted agricultural and economic activity in many areas, putting further strains on Chinese resources. Around the same time slavery was being abolished in many parts of the world, which created labour shortages. In North America, Chinese migrants replaced African slaves as the major source of labour. The large-scale emigration alarmed the Qing but there was little they could do about it; the unequal treaties forced the government to allow emigration to colonial regions.

While many Chinese migrated to other Asian countries in search of work, a great number travelled further afield — to the United States, Canada, Australia and Europe. In 1849 gold was discovered in California, and when merchants brought

Jesuit a religious order of the Catholic Church whose main goal was to educate people around the world about Catholicism

news of the find to China a wave of migration to 'Gold Mountain' occurred. The Australian gold rushes of the 1850s provoked similar migrations and 'New Gold Mountain', as the Australian goldfields became known, saw the beginning of a long period of Chinese migration to Australia.

SOURCE 7 This photograph from the early twentieth century shows two Chinese labourers at work in the Australian outback.

Across the world Chinese emigrants established what has become the most visible result of the Chinese Diaspora — the 'Chinatown'. Chinatown is the generic name given to that area of a city outside China in which Chinese businesses and restaurants predominate. There are about 20 Chinatowns in Australia, and many of them are thriving areas used as a focal point for traditional celebrations such as Chinese New Year. **SOURCE 8** shows Melbourne's Chinatown.

SOURCE 8 Chinatown in Melbourne. This community was originally established in the 1850s during the gold rushes.

7.6 SKILL ACTIVITY: Communicating, Historical perspectives and interpretations

Identify and explain patterns of change in the development of the modern world

1. Using a world map, construct a visual of the Chinese Diaspora. Include both 'push factors' (reasons to leave China) and 'pull factors' (reasons to migrate to a particular country).
2. Label the countries and regions, with the dates if possible, to which Chinese migrants travelled.
3. What changes — social, demographic, political — did the movement of people from China have on the places to which they emigrated?

7.6 Exercise

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7.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 5, 7	4, 6, 9	8, 10

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Check your understanding

1. What was the Canton System?
   - A. Local goods arrived at port and were then transported via inland waterways and coastal roads.
   - B. Local goods arrived at one port and were then transported via other ports.
   - C. Foreign goods arrived at one port and were then transported via other ports.
   - D. Foreign goods arrived at port and were then transported via inland waterways and coastal roads.
2. The British and Chinese traders ignored the 1839 ban on opium because it was too lucrative for them to want to stop, despite the social effects. True or false?
3. **Name** three intended outcomes of the Hundred Days' Reform Movement.
4. **Create** a flow chart to explain the sequence of economic impacts of the opium trade.
5. **Define** what is a 'diaspora'.

Apply your understanding

Using historical sources

6. **Explain** why the Qing government would be concerned by the image in **SOURCE 3**.
7. **Summarise** the detrimental effects of opium as expressed in **SOURCE 1**.
8. **Determine** how the attitude in **SOURCE 4** differs from most British attitudes towards the opium trade.
9. **Explain** what **SOURCE 7** suggests about the extent and scale of the Chinese Diaspora.
10. **Evaluate** which negative effects of opium use outlined in **SOURCE 1** might be identifiable in **SOURCE 3**.

LESSON
7.7 How did resistance become revolution?

LEARNING INTENTION

By the end of this lesson you should be able to develop a historical argument as to why the Qing dynasty was unable to address the challenges it faced. You should also be able to identify how China changed in the twentieth century.

TUNE IN

Confucianism helped generate a view in China that foreigners were little more than barbarians. It was believed that there was little that could be gained from contact with the outside world. Many people and organisations in China actively sought to get rid of foreigners once and for all, even if that meant challenging the Qing dynasty directly.

tlvd-10683

SOURCE 1 Partition of China in 1900, at the time of the Boxer Rebellion

Look at **SOURCE 1** and discuss the following:

a. What is happening to China?
b. What are the foreign powers doing?
c. How does this help explain why many in China wanted to expel foreigners from China once and for all?

7.7.1 The Boxer Rebellion 1899–1901

The Society of Righteous and Harmonious Fists, known as the Boxers, was a secret society that called for a return to traditional values and the expulsion of foreigners. They were anti-foreign and anti-Christian and resented the **gunboat diplomacy** used against China. Embracing **Daoist** and Buddhist ideas, the Boxers believed that through a combination of martial arts training and **spirit possession** they would be impervious to guns and cannon. Special women's groups such as the Red Lanterns and the Cooking Pot Lanterns helped feed the fighters. The Boxers also won over provincial officials to their program of helping the Qing expel foreigners.

In 1899 the Boxers began to attack Christian missionaries in protest of their increasing numbers and their interference with traditional Chinese life. A common sentiment was that missionaries were yet another attempt by foreign powers to divide and colonise China. The European 'extraterritoriality clause' meant that Europeans in China were exempt from most Chinese laws and were considered under the

gunboat diplomacy a coercive form of diplomacy in which a country threatens the use of military force to achieve its objectives

Daoist ancient Chinese philosophical/religious tradition emphasising simple living in harmony and balance with the universe

spirit possession an alleged supernatural event in which a spirit or god takes control of the human body, creating changes in behaviour

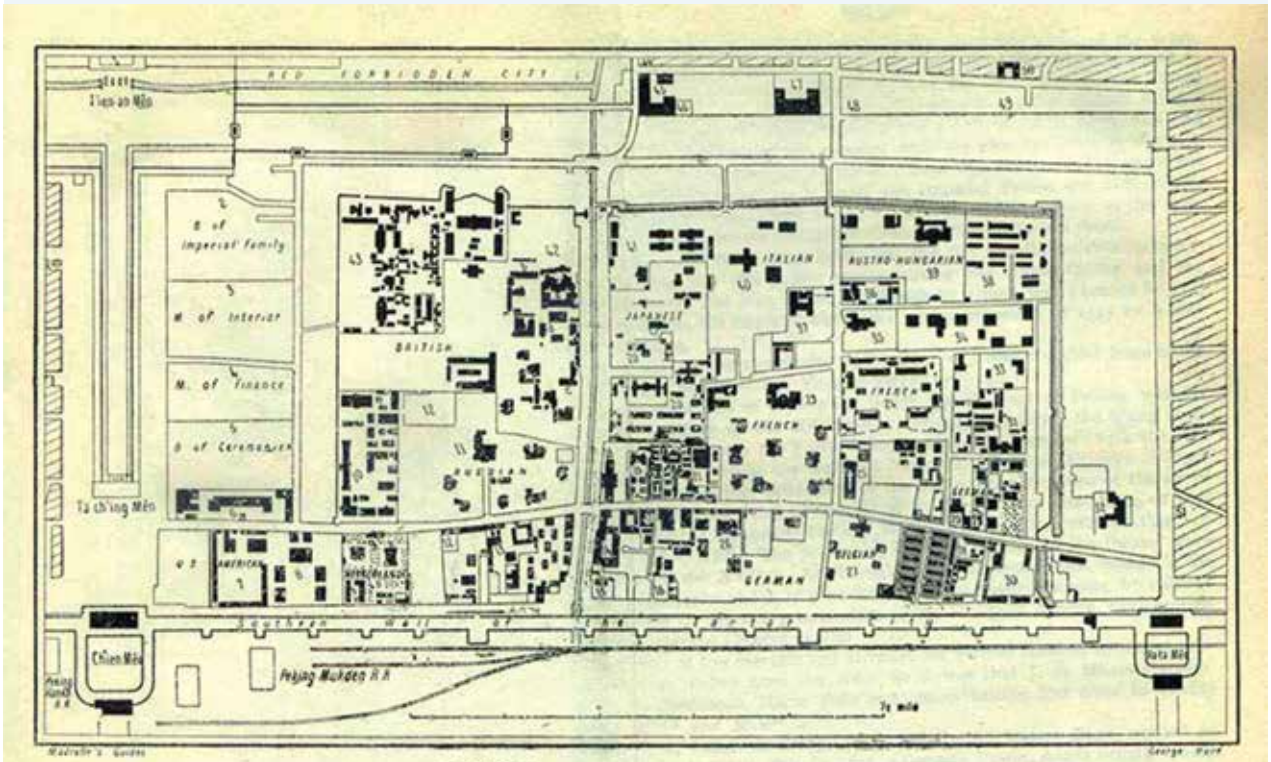
jurisdiction of their own countries' legal systems, thereby heightening the sense of helplessness towards the foreigners felt by many Chinese.

The Boxers also targeted telegraph lines and 'iron centipedes' (railway tracks). In the face of such lawlessness the Qing government had to act, but it faced a dilemma. The foreign powers demanded that Cixi suppress the uprising but, while she publicly condemned the Boxers, secretly the Dowager Empress supported their cause.

In June 1900 the Boxers arrived in Beijing (then known as Peking), laying siege to the foreign **legations**. An attack by the foreign Western powers and Japan on the Taku Forts in north-eastern China forced Cixi's hand. Unable to oppose the Boxers for fear of losing further Chinese support, on 21 June she formally declared war on the foreign powers.

legation a foreign country's diplomatic office, similar to an embassy

SOURCE 2 This map from 1912 shows that the foreign legations were concentrated in a small area in Peking (as they had been in 1900), providing focus points for anti-foreign sentiment during the Boxer Rebellion.



PEKING. — LEGATION QUARTER

1. Tzû-chin Ch'eng.
2. Tsung-jên Fu.
3. Li-pu.
4. Tu-chih-pu (formerly Hu-pu).
5. Li-pu.
6. French Hospital (St-Michel).
7. U. S. American Guard.
8. U. S. American Legation.
9. Netherlands Legation and Guard ..... *a.* Minister, *b.* Guard.
10. Russian Guard.
11. Russian Legation.
12. Russo-asiatic Bank.
13. Banque de l'Indo-Chine.
14. Hôtel des Wagons-lits.
15. German Post Office.
16. Russian Post Office.
17. Hongkong and Shanghai B. C.
18. Yokohama Specie Bank.
19. Spanish Legation.
20. Japanese Guard.
21. Japanese Legation.
22. French Post Office.
23. French Legation.
24. French Guard.
25. French Catholique Church (St-Michel).
26. German Legation.
27. Belgian Legation.
28. German Guard.
29. Deutsch-Asiatische Bank.
30. Stores.
31. German Lazaret.
32. Hopkins Memorial Hospital.
33. Electric Station.
34. Imperial Maritime Customs, Residences and Head Offices.
35. Peking Club.
36. Imperial Post of China, Secretary's Office.
37. Inspectorate General of Imperial Maritime Customs.
38. Austro-Hungarian Guard.
39. Austro-Hungarian Legation.
40. Italian Legation.
41. Italian Guard.
42. British Legation ... *a.* Minister, *b.* 1st Secretary, *c.* 2nd Secretary, *d.* Church.
43. British Guard.
44. Portuguese Legation.
45. Chinese Post Office.
46. Hôtel de Pekin.
47. Peking Han-k'ou R. R., Head Office.
48. International Banking Corporation.
49. Mexican Legation.
50. Telegraph Office.
51. Hôtel du Nord.

The Eight Nation Alliance of foreign powers comprised Japan, Russia, Great Britain, France, the United States, Germany, Italy and Austria-Hungary. The Australian colonies, not yet federated into the Commonwealth, offered support to the British, and troops from Victoria and New South Wales were formed into naval brigades.

Australia's first contingents, mainly men from Victoria and New South Wales, sailed for China on 8 August 1900. Troops from the Eight Nation Alliance were already fighting in China and by the time the Australians arrived most of the fighting was over.

Six Australians died in the Boxer Rebellion, but none were the result of enemy action — all were from sickness and injury.

The siege of the foreign legations was one of the most significant episodes of the uprising. This was the area of Beijing in which the foreign powers had their diplomatic legations or embassies.

SOURCE 3 A Boxer fighter from around 1900 with a spear and flag

SOURCE 4 Officers of the Australian Naval Brigade serving in China during the Boxer Rebellion

aud-0524

The siege in Beijing lasted 55 days. By the time they were relieved on 14 August 1900, 66 foreigners and many more Christians had been killed across China. Cixi fled Beijing but returned when peace terms were arranged.

Yet again superior foreign military forces had quickly defeated China. Yet again a punishing peace treaty was forced on the country, resulting in more reparation payments and the further deployment of foreign troops in China. And, yet again, the Qing government's weakness against foreign powers had been demonstrated. Cixi finally realised that reform offered the only hope for the survival of the Qing and of China. Most of the reforms that had previously been resisted by Cixi over the previous years were now initiated.

SOURCE 5 The aims of the Boxers as expressed in a rhyme in 1900

No talented people are in sight;

There is nothing but filth and garbage,

Rascals who undermine the Empire,

Leaving its doors wide open.

But we have divine power at our disposal

To arouse our people and arm them,

To save the realm and to protect it from decay.

Our pleasure is to see the Son of Heaven unharmed.

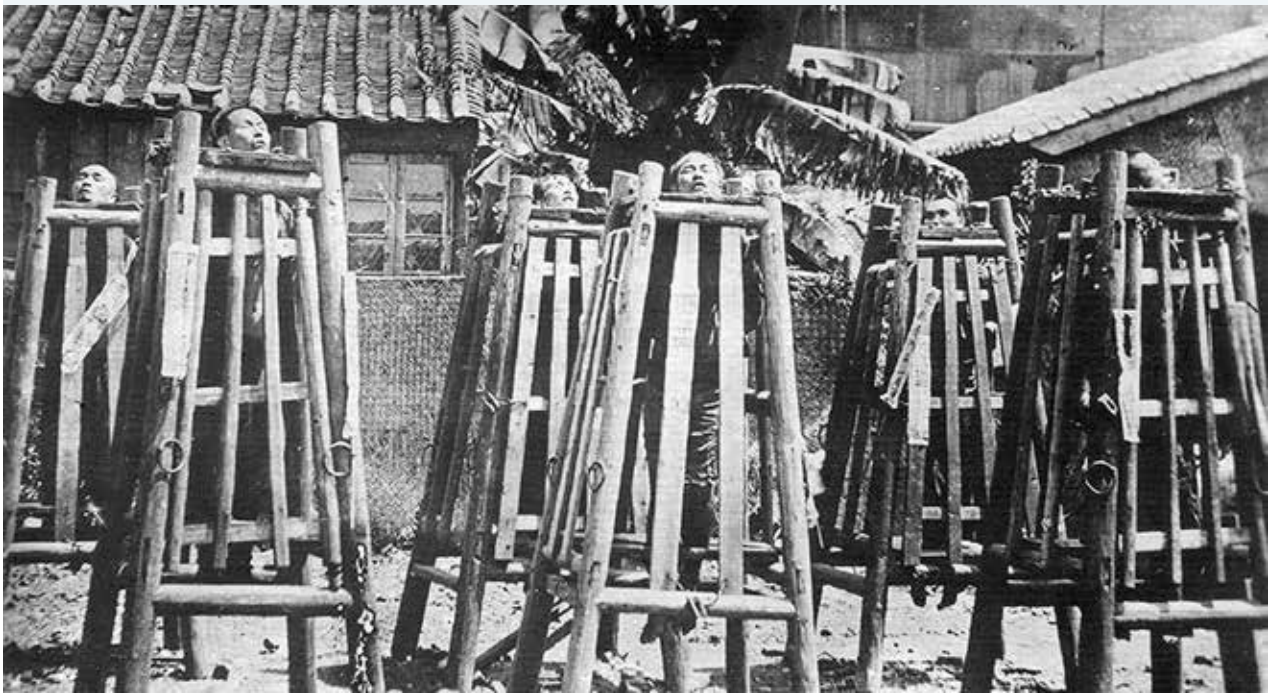
Let the officials perish,

But the people remain invincible.

Bring your own provisions;

Fall in to remove the scourge of the country.

SOURCE 6 This photograph from around 1900 shows the public execution of captured Boxer rebel fighters.



SOURCE 7 Sentiments expressed by Prince Kung of the Imperial Qing Court around 1900 about the foreign presence in China

Take away your opium and your missionaries, and you will be welcome! … Do away with your extraterritoriality clause and missionaries may settle anywhere and everywhere; but retain it and we must do our best to confine you and our troubles to the treaty ports.

7.7.2 Reform and revolution

Reform

Major educational changes were among the reforms introduced by the Qing government under the terms of the Boxer Protocol. Modernisation of the curriculum began and for the first time Western subjects were introduced. This helped placate some of the people; for example, those who promoted the Hundred Days' Reform, but it had some negative effects for the government. The new curriculum introduced beliefs and values that conflicted with traditional Confucian beliefs. Those who went through the new system tended to be more critical of the dynasty and were hungry for further change. In losing control of the education system, the Qing lost a key area of popular support.

In 1908 work began on a constitution in which the emperor would retain control over the armed forces, foreign policy and the judicial system but would extend the administrative powers of provincial and local leaders. The military was also decentralised, making it more efficient to run, and was also equipped with Western weapons and trained in Western tactics.

Despite, or perhaps because of, these reforms, the Qing dynasty was doomed. The reforms were intended to modernise China and restore faith in the government, but they were only partially successful. While they did manage to modernise China, they also provided a degree of freedom for its people that was never known before. With this freedom came a demand for further change and, eventually, a demand for the Qing government to be removed from power altogether. A new sense of nationalism was evolving and people began to dream of a new, independent China free from foreign interference.

Revolution

Over the course of the nineteenth century, the Chinese people had witnessed the Qing dynasty's powerlessness to stop foreign encroachment into China. The violent upheavals of the Opium Wars, the Taiping Rebellion and the Boxer Rebellion repeatedly demonstrated the weakness of the Qing and the dynasty's inability to resolve pressures both from within and from outside China. Many Chinese came to believe that revolution, rather than reform, was the only way to save the country. This belief would be violently expressed in 1911.

Before her death in 1908, the Empress Dowager had nominated the three-year-old Pu Yi to be the next emperor. Pu Yi's father, Prince Jun, was himself not considered worthy of rule but would act as regent until Pu Yi was old enough to rule on his own. However, one man in particular had no time for a new emperor. His name was Sun Yixian and he would become a key figure in modern China.

Sun wanted to transform China into a republic and had already tried to overthrow the Qing in 1895. After this attempted coup failed he fled into exile but, in 1911, he saw a new opportunity, and this time he was more successful. Dissatisfaction with the Qing government's apparent weaknesses in the face of internal problems and foreign intervention had boiled over into open rebellion in many provinces. The imperial army refused to oppose the rebels unless the government granted the long-awaited constitution. When it refused to do so, the downfall of the Qing became only a matter of time. Without the army on its side there was no hope for the dynasty.

Sun Yixian was confirmed as president designate on 1 January 1912; only weeks later, on 12 February, Pu Yi abdicated. However, Sun had a rival — General Yuan Shikai — with very different goals for the new China. Many areas of the country were still under the control of local warlords, and Sun did not have the military power to bring order to strife-torn China. That power rested with Yuan, so to avoid civil war Sun Yixian stepped down on 10 March.

The declaration of a republic in China ended 267 years of Qing rule and some 2000 years of the imperial system. But this fundamental political change still did not bring peace to China.

7.7.3 A new emperor?

After coming to power it seemed that Yuan Shikai's true ambitions became clear. He had avoided civil war when Sun Yixian (see **SOURCE 8**) had stepped down from power, but China now found itself with two opposing political parties — Sun Yixian's Guomindang (GMD) or Nationalist Party, and the Jinbudang or Progressive Party. Both were formed in 1912. When Yuan organised the murder of a GMD leader in 1913, Sun launched a 'Second Revolution' to remove Yuan from the presidency. Yuan responded by declaring the GMD illegal and suspending Parliament. He also began to talk about making himself emperor.

Had China gone through so much turmoil to end the old imperial system only to have it replaced with a new one? Yuan put the question of his becoming emperor to a vote, but only those who were specially selected were allowed to cast a ballot. Unsurprisingly, the vote was in favour of the new empire, so Yuan crowned himself emperor in December 1915. In defiance of the vote, eight provinces declared independence and nationwide protests ensued. It seemed that China had had enough of monarchy. In March 1916 Yuan finally accepted that his imperial dream was out of reach and announced a return to republican government. He died in June that same year, leaving China once again in political turmoil.

SOURCE 8 Sun Yixian, founder and first leader of the Guomindang

7.7.4 China and World War I

In 1914 the new Chinese republic, only three years old, found itself an ally of the British and French in World War I. The move away from absolute monarchy was seen as a positive step by the West and China was certainly keen to improve its standing on the world stage. While officially neutral until declaring war on Germany in 1917, from the start of the war China sent more than 100 000 volunteer labourers to the Western Front to help dig trenches, work in factories or engage in other support work. But China gained little by being an ally of the British and French.

SOURCE 9 Yuan Shikai, first president of the Republic of China

At the end of the war, when the Treaty of Versailles was forced upon Germany, the decision was made to confiscate all of Germany's overseas colonies. Some of these were in China and had been leased to Germany by the Qing government. However, these colonies were not returned to China but instead handed over to Japan. In 1915 Japan had taken advantage of its position as an ally of Great Britain and the United States to make a list of 'Twenty-One Demands' on China. These included territorial gains and would see Japan become a more powerful country in the region. Britain and the United States offered some opposition but even after some review the Japanese succeeded in most of their demands. Anti-foreign sentiment once again became common and in 1919 a massive protest was held against the government's perceived failure to protect Chinese interests following World War I. The subsequent renewal of anti-foreign sentiment in China created conditions that would play a role in the creation of the Chinese Communist Party in 1921, and ultimately help to shape China in the twentieth century.

7.7.5 Change or continuity?

Politically, China had changed a great deal by the early twentieth century. The centuries-old imperial system had come to an end and the country had seen a new – albeit brief – president in Sun Yixian. The upheavals of the previous century saw many areas of the country still in turmoil. But for much of the population, particularly the poorer classes, it is doubtful whether very much about their lives had actually changed for the better.

SOURCE 10 Chinese peasants, 1920

SOURCE 11 Peasants, late nineteenth century

SOURCE 12 Present-day photo of a Chinese farmer tending the fields

SOURCE 13 Present-day photo of a Chinese farmer tending the fields

7.7 SKILL ACTIVITY: Historical perspectives and interpretations

Gather a selection of newspaper or magazine articles that address China in some way. This could be to do with trade, culture or sport. Think about how China is represented in the different articles. **Summarise** your thoughts using the following questions:

a. What are the similarities and differences between the different articles and the way China is presented?

b. As you would do for a historical source, **outline** the values and limitations of each article. **Consider** who wrote the articles, what their focus is, and how this can influence their tone. For example, an article about the Beijing

Winter Olympics would likely have a different tone to an editorial which addresses the treatment of political dissidents in China.

c. What do your answers to the above questions highlight about the nature of international relations and the way different countries are portrayed in the media?

d. How do you think this shaped perspectives towards the events you investigated in this lesson?

7.7 Exercise

learnon

7.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6, 7, 8	9, 10

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Check your understanding

1. Why did Cixi secretly support the Boxers?
   - A. She was frightened of a revolution.
   - B. She wanted to stem the increasing influence of foreigners in China.
   - C. They forced her to support them.
   - D. She was passionate about their cause.
2. Controlling education was important in maintaining Qing dynasty. True or false?
3. Complete the following sentences. The key change of the new constitution was its _____. The emperor was still in command, but the provincial and local leaders would have more power and _____ control. The same changes would be made to the military.
4. **Compare** how Sun Yixian and Yuan Shikai differed in their ambitions for China.
5. **Describe** reasons for the rise in the level of anti-foreign sentiment in China in the initial period after World War I.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 5** and answer the following:
   - a. Who were the 'scourge of the country'?
   - b. What is this document asking Chinese people to do?
7. **Explain** what **SOURCE 3** suggests to you about the nature of the fighting during the Boxer Rebellion.

Historical perspectives and interpretations

8. **Describe** the main concerns held by Prince Kung about the foreign presence. **Select** key words from **SOURCE 7** to use as evidence in your response.
9. **Discuss** the extent to which you think change had occurred for peasants in China over the time period studied in this topic.
10. **Compare SOURCES 10–13** and record the changes and continuities that you can see in the photographs.

LESSON
7.8 INQUIRY: Key events visual summary

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of major events that took place from 1750–1918. You should also be able to evaluate the significance of change by determining the substance, permanence and widespread nature of the changes that took place in China.

Your task

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Is it possible to determine if one historical event was more significant than another?

The period 1750 to 1918 saw a series of key events take place in China that changed the nation, if not the world, dramatically. These events included:

- Lord Macartney's visit to China (1792)
- the First Opium War (1839–1842)
- the Taiping Rebellion (1850–1864)
- the Second Opium War (1856–1860)
- the Sino-Japanese War (1894–95)
- the Hundred Days' Reform (1898)
- the Boxer Rebellion (1899–1901)
- the downfall of the Qing dynasty (1911)
- World War I (1914–1918)

The significance of some of these would have been obvious at the time, but for others it may be that their importance was only realised some time afterwards.

Your task is to undertake an **analysis** of these major events and choose the four that you believe were most significant, and to share your findings in an appropriate way with your class.

Step 1: Questioning and researching

Refer back through this topic and **consider** why these events were important. There are many ways to 'measure' significance. One helpful way is to **consider** the following three themes:

1. The SUBSTANCE of change: did the event create a substantial change to the way people lived their lives, or perhaps the way the country was governed, or the way a conflict or dispute would be settled?
2. The PERMANENCE of change: did the event create a long-term change, or did it create change but only for a short time period?
3. The WIDESPREAD NATURE of change: did the event affect many people? Was it spread across much or most of the country, or was it isolated to a small area?

Using these factors can help you sort your ideas and **decide** on the four events you consider to be the most significant.

Step 2: Using historical sources

Present your findings in a visual or graphic organiser. Include a **description** of why you consider those events to be significant and include an image that helps express your thoughts.

Step 3: Historical perspectives and interpretations

If possible, find out what was said about the event at the time it occurred, either from somebody involved or from newspaper articles of the time, and then find what historians have said about it more recently. Has it always been considered significant, or has its significance been realised more recently?

Step 4: Communicating

Share, display or present your findings among your class as directed by your teacher. Comment on each other's visual summaries with questions, queries or other appropriate comments.

Complete your self-assessment using the **Inquiry rubric** or access the 7.8 exercise set to complete it online.

SOURCE 1 Front page of a July, 1900, edition of *Le Petit Parisien*, a popular French newspaper. It ran regular updates and stories during the Boxer Rebellion and its readers were captivated. Images like these can help reveal the significance that events had at the time they were occurring.

huit pages : CINQ centimes

Le Petit Parisien

SUPPLÉMENT LITTÉRAIRE ILLUSTRÉ

DIRECTION: 18, rue d'Enghien, PARIS

A PÉKIN

LES LÉGATIONS EUROPÉENNES ASSIÉGÉES PAR LES REBELLES CHINOIS

on Resources

Digital document Inquiry rubric (doc-39692)

LESSON
7.9 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

7.9.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

7.2 How do we know about China from 1750–1918?

- Traditional Chinese Confucian society placed great importance on knowledge and study.
- Chinese royal historians recorded the events of the royal families in what were known as the 'dynastic histories'.
- Modern historians must evaluate these sources carefully because they would often portray the represented dynasty in a very positive way, even though that was not always the case.
- The development of photography provided an entirely new medium through which to interpret historical events. However, like any other source, photography must be viewed with a critical eye.

7.3 What was life like during the Qing dynasty?

- Prior to the seventeenth century, China was largely isolated from and unknown to the European world.
- The key influencing philosophy of Confucianism formed the basis of Chinese culture, law and society for centuries, resulting in an inward-looking traditional system of government.
- The emperor had ultimate power and ruled by what was known as the 'mandate of heaven'.
- If heaven turned against the emperor through bad harvests or failure in warfare, then the emperor was seen to have lost the mandate. This often resulted in the overthrow of the emperor and the rise of a different ruling family or 'dynasty'.
- Life in traditional China was governed closely by Confucianism, which resulted in a social structure not unlike the feudal system in Europe.
- The family was seen as the basic building block of society, so its structure remained very rigid.
- All members of the family were expected to know their place; women were subordinate to men.
- Socially, the 'four occupations' classified the population into a hierarchy, though in reality not all occupations were reflected in these four.
- Political challenges in the late nineteenth century began to defy social norms. As a result, twentieth-century Chinese society saw dramatic changes to many rules and customs previously held for centuries.

7.4 How did foreign contact impact China?

- The first Europeans to make contact with China were traders, in the fifteenth and sixteenth centuries.
- They were not regarded as a threat to the Chinese, who felt that there was little that foreigners could offer them.
- However, more European powers began to seek trade. The Chinese attempted to limit the trade to specified cities under what became known as the 'Canton System'.
- This ultimately led to conflict with the foreign powers, in particular the British, when the British attempts to increase trade were rebuffed.
- Traditional Chinese weapons were no match for Western technology and China's repeated defeats at the hands of the foreign powers led to a range of 'unequal treaties' being signed and an increased sense of bitterness and resentment towards foreign influence in China.

7.5 Why did contact lead to conflict?

- The mid- to late-nineteenth century saw great change in China, brought about largely by foreign influence.
- Pleas from Lin Zexu directly to Queen Victoria had little effect on foreign trade and influence.
- China's defeat in the Opium Wars, fought against a coalition of foreign powers, led to internal resentment towards the weak Qing dynasty.
- The resultant Taiping Rebellion and Boxer Rebellion saw Chinese anger directed both at the foreign powers and at the Qing dynasty itself.
- The emergence of Japan as a major world power presented a new threat for China.
- The monarchy found itself under threat from home and abroad, and attempts at reform to modernise and strengthen the country were resisted by then Empress Dowager Cixi.

7.6 How did China change internally?

- In addition to the political changes influenced by foreign powers, the economic and social effects also began to be felt more widely.
- The shift in agriculture from food crops to silk and tea to meet the British demand resulted in a fall in food production.
- This shortage drove prices up, making it difficult for poorer people to afford basic staple products.
- Socially, British imports of opium had a significant impact.
- More opium coming into China resulted in greater quantities of the drug being available more cheaply than ever before.
- Its use became widespread and at one point an estimated one-quarter of the adult male population was addicted.
- Foreign ideas also started to spread in China.
- Reformers called for modernisation of the country, but this was resisted because of the fear of ever-increasing foreign influence.
- The Qing dynasty was trying desperately to hang on to traditional power in a modernising world.

7.7 How did resistance become revolution?

- The Boxer Rebellion is the most well known of the violent reactions to foreign influence.
- The Boxers called for the expulsion of foreigners from China and a return to traditional values.
- The Empress Dowager Cixi was in a difficult position because secretly she agreed with the Boxers, but publicly denounced the uprising in the hope of reducing the harsh treatment imposed by the foreign powers after the uprising was crushed.
- Cixi's death in 1908 resulted in a power struggle between Sun Yixian and Yuan Shikai, which ultimately led to the declaration of China as a republic in 1911 and the end of the 267-year-old Qing dynasty.
- Politically, the China that emerged in the first part of the twentieth century was drastically different to the China of the nineteenth century.
- It had become a republic with a president as head of state, rather than a monarchy with an all-powerful emperor.
- However, the new government faced challenges of its own.
- Japan's 'Twenty-One Demands' of 1915 was yet another humiliating imposition on China that once again saw foreign influence creating tensions both within China and with the international community.

7.8 INQUIRY: Key events visual summary

The key events that occurred Between 1750 and 1918 in China that had a profound impact:

- Lord Macartney's visit to China (1792)
- the First Opium War (1839–1842)
- the Taiping Rebellion (1850–1864)
- the Second Opium War (1856–1860)
- the Sino-Japanese War (1894–95)

- the Hundred Days' Reform (1898)
- the Boxer Rebellion (1899–1901)
- the downfall of the Qing dynasty (1911)
- World War I (1914–1918)

7.9.2 Key terms

concubine a woman who lives with a man she is not married to and has a lower social rank than his wife
Daoist ancient Chinese philosophical/religious tradition emphasising simple living in harmony and balance with the universe
despot a ruler with almost unlimited power who uses it unfairly or cruelly
gunboat diplomacy a coercive form of diplomacy in which a country threatens the use of military force to achieve its objectives
Jesuit a religious order of the Catholic Church whose main goal was to educate people around the world about Catholicism
junk Chinese sailing ship
kowtow to kneel and touch the forehead to the ground in deep respect for an emperor
legation a foreign country's diplomatic office, similar to an embassy
mandate of heaven the idea that heaven blessed the rule of a just emperor but could rescind that blessing if the emperor ruled unjustly
Marco Polo merchant from Venice who travelled through Asia in the thirteenth century; generally credited with introducing Europeans to China and Central Asia
spirit possession an alleged supernatural event in which a spirit or god takes control of the human body, creating changes in behaviour
subordinate having a lower or less important position

7.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How did foreign influence challenge and change China between 1750 and 1918?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed you view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-10597)
Reflection (ewbk-10598)
Crossword (ewbk-10599)
Interactivity China (1750–1918) crossword (int-7641)

7.9 Review exercise

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Multiple choice

1. Which of the following best describes the structure of Qing China's government?
   - A. The emperor was elected by the people in a direct vote.
   - B. The emperor answered only to the members of the Grand Council.
   - C. The emperor ruled by the 'mandate of heaven'.
   - D. None of the above.
2. The Opium War was fought over
   - A. the failure of China to sell opium to Britain.
   - B. China's refusal to pay for British imports of tea.
   - C. China's naval blockade that prevented British ships from entering its ports.
   - D. British demands for further trading rights in China.
3. The rebellion that spread through southern China in the 1850s was
   - A. the Taiping Rebellion.
   - B. the Arrow War.
   - C. the Boxer Rebellion.
   - D. None of the above.
4. Which of the following best describes the economic effects of foreign influence in China?
   - A. Increased trade in silk made it more affordable for more of the population to wear silk clothing.
   - B. A shift from food crops to cash crops gave peasants the opportunity to diversify their crops.
   - C. A shift from food crops to cash crops made food more expensive and unaffordable for the poor.
   - D. A shift from cash crops to food crops made food less expensive and more affordable for the poor.
5. What was the Chinese Diaspora?
   - A. Movement of the Chinese population within China
   - B. Mass migration of Chinese around the world
   - C. The returning home of many Chinse migrants after the fall of the Qing dynasty
   - D. The migration of many Chinese to Japan as one of the 'Twenty-one Demands'
6. The Hundred Days' Reform movement called for
   - A. the modernisation of China in the areas of education and the military.
   - B. the explusion of all foreigners from China.
   - C. a declaration of war by China on Great Britain.
   - D. the closure of all trading ports and an end to the Canton System.
7. Which of the following provided a 'pull' factor for large numbers of Chinese migrants to Australia in the nineteenth century?
   - A. Australian federation
   - B. The prospect of large areas of pasture land
   - C. The gold rushes
   - D. The centenary of European settlement in 1888

8. Which of the following statements is most accurate?
   - **A.** The end of the Qing dynasty in 1915 led to China's involvement in World War I.
   - **B.** The death of Cixi in 1908 resulted in a power struggle between Sun Yixian and Yuan Shikai.
   - **C.** Dissatisfaction with the Qing government in 1911 led to internal uprisings and the fall of the dynasty.
   - **D.** Sun Yixian briefly appointed himself emperor but was forced to reintroduce a republican government.
9. Examine the source below. It depicts a number of foreign nations ready to fight over the unconscious China. Analyse the source by answering the following questions.

The Western cartoon from 1900 is entitled 'The real trouble will come with the wake'. The cartoon shows animal personifications of the countries that had a strong influence in China.

   a. The caption states that 'The real trouble will come with the wake'. A wake is a gathering held after a funeral. With that in mind, what does the caption suggest will happen next?
      - **A.** China will take its revenge on the other foreign countries.
      - **B.** The remaining countries will start fighting each other for territory.
      - **C.** China will no longer exist as a sovereign country.
      - **D.** China will become a part of the British Empire.
   b. Another interpretation could be that the Chinese dragon is simply sleeping, and that the caption could be a play on the word 'wake'. Considering this interpretation, suggest what might happen next.
      - **A.** China will take its revenge on the other foreign countries.
      - **B.** The remaining countries will start fighting each other for territory.
      - **C.** China will no longer exist as a sovereign country.
      - **D.** China will become a part of the British Empire.
10. The First Opium War ended in 1842 with the signing of a now infamous treaty. What was the name of the treaty?
    - **A.** The Treaty of Beijing
    - **B.** The Treaty of Nanjing
    - **C.** The Treaty of Xi'an
    - **D.** The Treaty of Luoyang

Short answer

Communicating

11. **Explain** how the unequal treaties exposed weaknesses in the Qing dynasty.
12. **Outline** the role of women in the Qing dynasty.
13. **Explain** how the Boxer Rebellion could be rising against the Qing dynasty but be claiming to save China at the same time.
14. **Determine** how and why did Confucianism, which had helped provide a basis for stability in China for centuries, become one of the reasons for China's inability to address the challenges it faced in the period 1750–1918?
15. **Explain** how the end of imperial rule in China created new problems as much as solving old ones.

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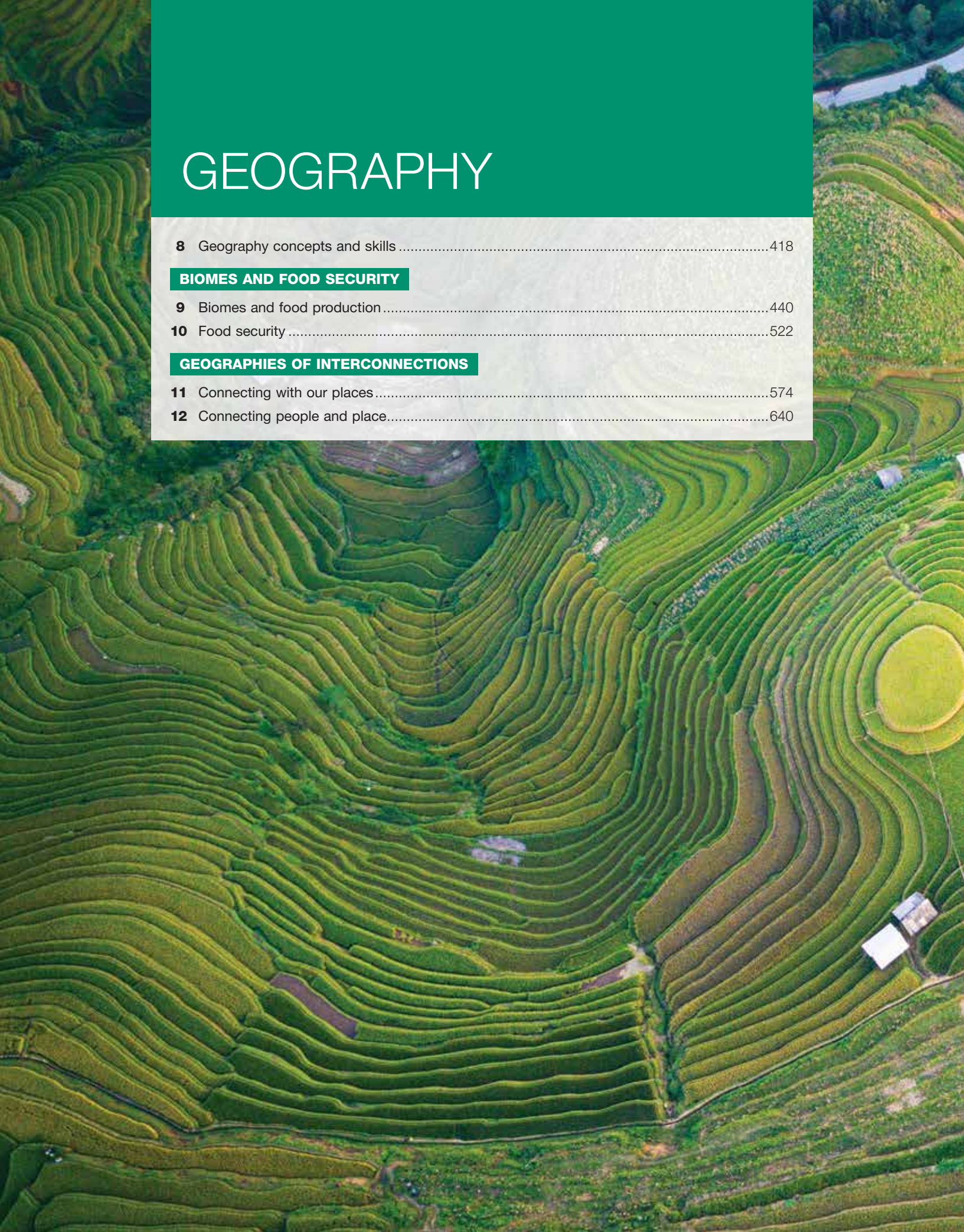

8 Geography concepts and skills

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LESSON
8.1 Overview

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8.1.1 Introduction

When you study Geography, you are building knowledge and skills that you and your community will need now and into the future. The concepts and skills that you use in Geography can also be applied to everyday situations, such as finding your way from one place to another. Studying Geography may help you in a future career here in Australia or somewhere overseas.

Throughout your study of Geography, you will cover topics that will give you a better understanding of the social and physical aspects of the world around you, at both the local and global scale. You will investigate important issues that need to be addressed now and in the future.

FIGURE 1 Studying Geography will give you a better understanding of the social and physical aspects of the world around you.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11471)

Video eLesson Geography concepts and skills (eles-6115)

LESSON
8.2 Concepts in Geography

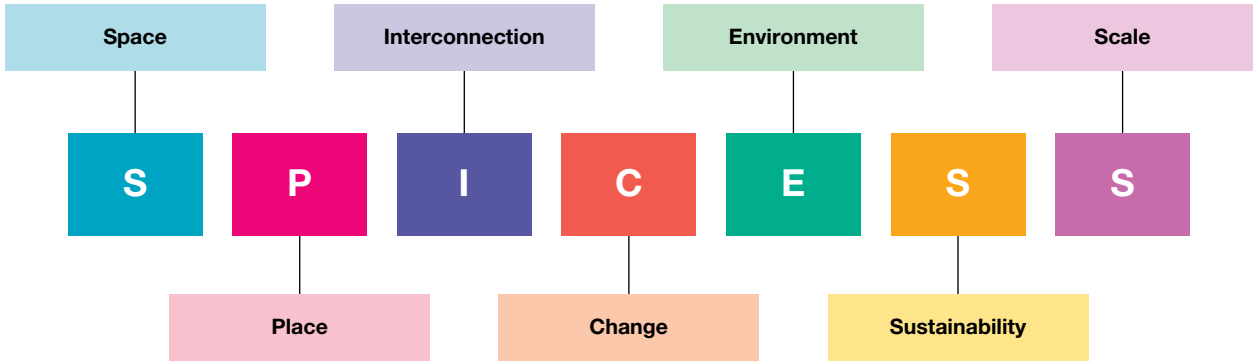
LEARNING INTENTION

By the end of this lesson you should be able to identify, explain and apply the seven Geography concepts using the acronym SPICESS.

8.2.1 Geographical concepts: SPICESS

Geographical concepts help you make sense of your world. By using these concepts you can investigate and understand the world you live in, and you can use them to try to imagine a different world. The concepts help you to think geographically. The seven major concepts (*space*, *place*, *interconnection*, *change*, *environment*, *sustainability* and *scale*) will be explored in detail in the following sections and through the activities and exercises in this lesson.

FIGURE 1 A way to remember the seven geographical concepts is to think of the term SPICESS.



8.2.2 What is space?

The concept of **space** is about where things are located and distributed on the surface of the Earth.

When referring to space in Geography we can have absolute or relative location. Absolute location is the unique location of a site or geographical feature. For example, the absolute location of Broken Hill is at 31°57' South latitude and 141°28' East longitude. Relative location is the location of a place or feature in relation to other places. It can be described by direction and distance from other places and features.

A site can be described by its absolute location: for example, latitude and longitude, a grid reference, street directory reference or an address. Or, a place can be described using its relative location — where it is in relation to another place in terms of distance and direction.

space where things are located and distributed on the surface of the Earth

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Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Space**

8.2.3 What is place?

Place is an area on the Earth's surface which is identified and has meaning for people. To understand our world we need to understand its places by studying their variety, how they influence our lives and how we create and change them.

Everywhere is a place. Each of the world's biomes, for example, a desert environment, can be considered a place, and within each biome there are different places, such as the Sahara Desert. There can be natural places — an oasis is a good example — or man-made places such as Las Vegas. Places can have different functions and activities; for example, Canberra is an administration centre, while the MCG is a place for major sporting events and the Great Barrier Reef is a place of great natural beauty with a coral reef biome. People are interconnected to places and other people in a wide variety of ways — for example, when we move between places or connect electronically via computers. We are connected to the places that we live in or know well, such as our neighbourhood or favourite holiday destination.

FIGURE 2 Located in a desert biome, this array of greenhouses in Almeria, Spain, allows for the control of soil, moisture, nutrients and weather conditions, enabling the large-scale farming of fruit and vegetables.

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Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Place**

8.2.4 What is interconnection?

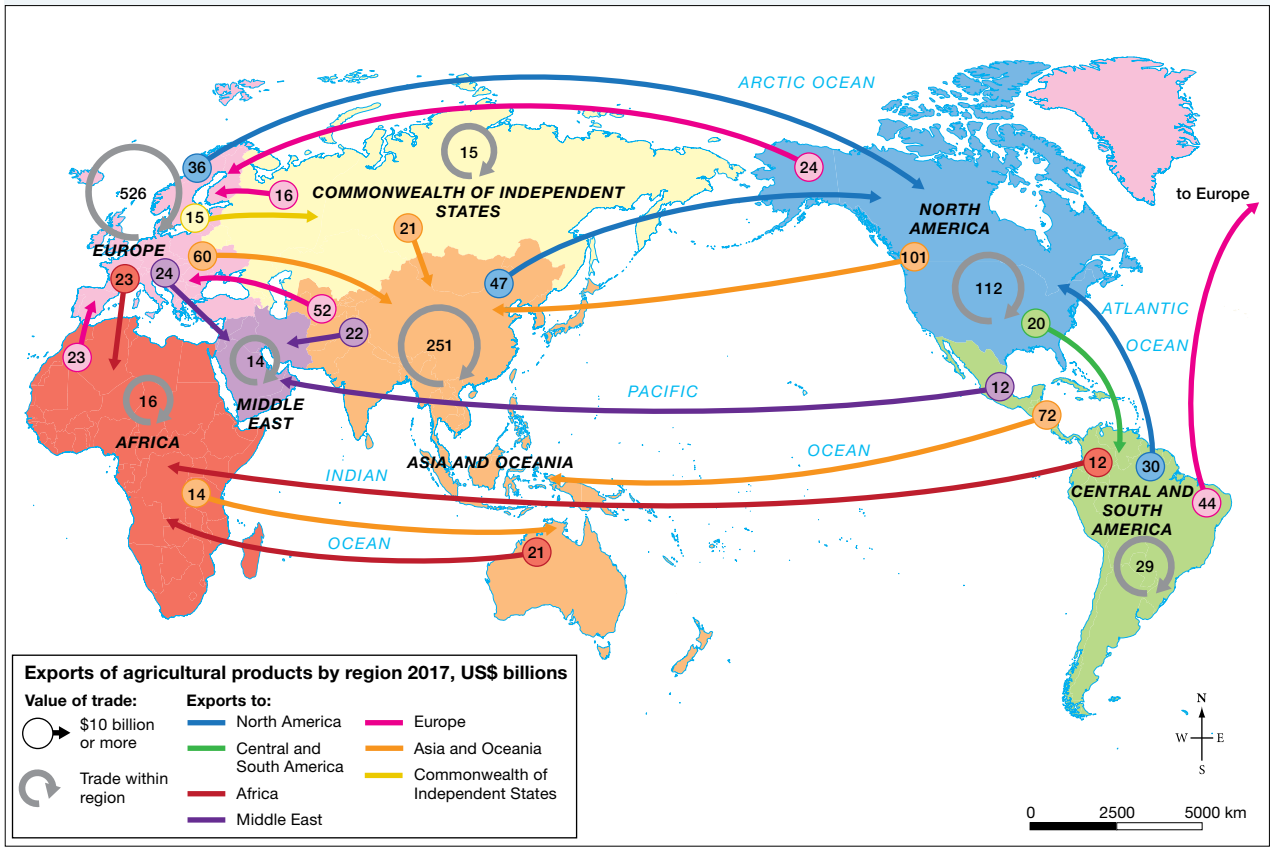
People and things are connected to other people and things in their own and other places, and understanding these connections helps us to understand how and why places are changing.

Individual geographical features can be interconnected; for example, the climate within a place or biome, such as a tropical rainforest, can influence natural vegetation, while removal of this vegetation can affect climate. People can be interconnected to other people and other places via employment, communications, sporting events or cultural ties. The manufacture of a product may create **interconnections** between suppliers, manufacturers, retailers and consumers. Trade in goods and services creates interconnections across the globe.

place an area on the Earth's surface which is identified and has meaning for people

interconnection the fact that people and things are connected to other people and things in their own and other places around the world

FIGURE 3 World trade flows — exports of agricultural products by region, US$ billion



Source: Based on data from WTO. Map drawn by Spatial Vision.

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- Developing Australian Curriculum concepts > **Interconnection**

8.2.5 What is change?

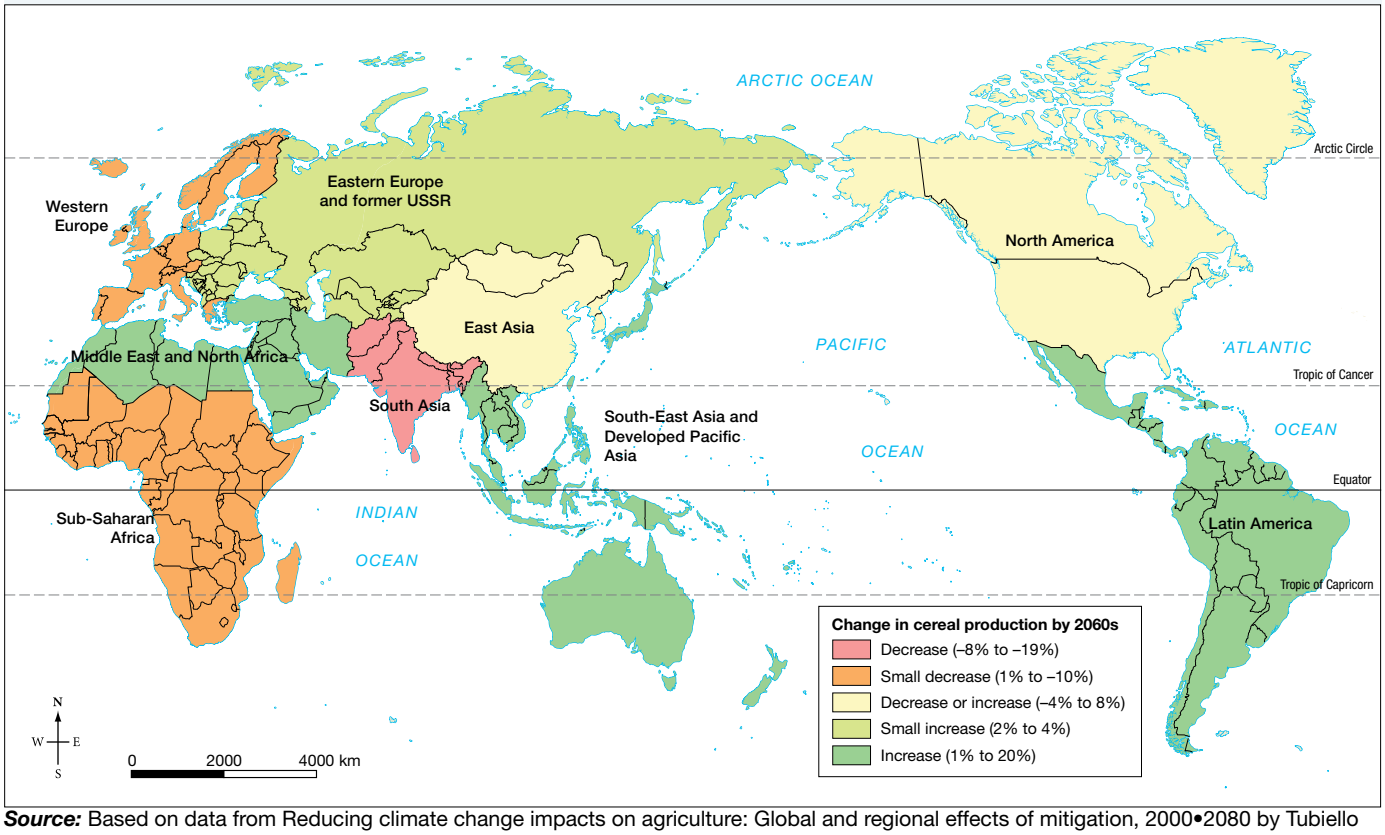
The concept of **change** is about using time to better understand a place, an environment, a spatial pattern or a geographical problem.

From a geographical time perspective, change can be very slow — think of processes such as the formation of mountains or soil. On the other hand, a volcanic eruption or landslide can change landforms rapidly. It may take some years for the boundary of a city to expand outwards, but in the space of a few weeks whole suburbs can be demolished to make way for a freeway. Change can also have physical, economic and social implications for people and communities. Consider the effect of the COVID-19 pandemic.

FIGURE 4 How have the cities of Australia changed during your lifetime?

change is about using time to better understand a place, an environment, a spatial pattern or a geographical problem. The concept of change involves both time and space — change can take place over a period of time, or over an area.

FIGURE 5 Mapping potential change: pedictions of the effects of climate change on cereal crops



Source: Based on data from Reducing climate change impacts on agriculture: Global and regional effects of mitigation, 2000•2080 by Tubiello F N, Fisher G in Technological Forecasting and Social Change 2007, 747: 1030-56. Map drawn by Spatial Vision.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Change**

8.2.6 What is environment?

People live in and depend on the **environment**, so it has an important influence on our lives.

The biological and physical world that makes up the environment is important to us as a source of food and raw materials, a means of absorbing and recycling wastes, and a source of enjoyment and inspiration.

People perceive, adapt and use environments in many ways. For example, three different people could look at a well-vegetated hillside; one might see it as a source of timber for construction, another might see a slope that could be cleared and terraced to produce food, while another might view it as a scenic environment for ecotourism.

FIGURE 6 The East Kolkata wetlands act as a sewage filtration system and recycle nutrients through the soil to allow a wide range of food crops to be grown. The ponds provide one-third of the city's fish supply.

environment the physical and biological world around us, which supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people

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- Developing Australian Curriculum concepts > **Environment**

8.2.7 What is sustainability?

Sustainability is about maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future.

Sustainability involves maintaining and managing our resources and environments for future generations. It is important to understand the causes of unsustainable situations to be able to make informed decisions on the best way to manage our natural world.

sustainability refers to maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future

FIGURE 7 The unsustainable nature of fishing

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Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Sustainability**

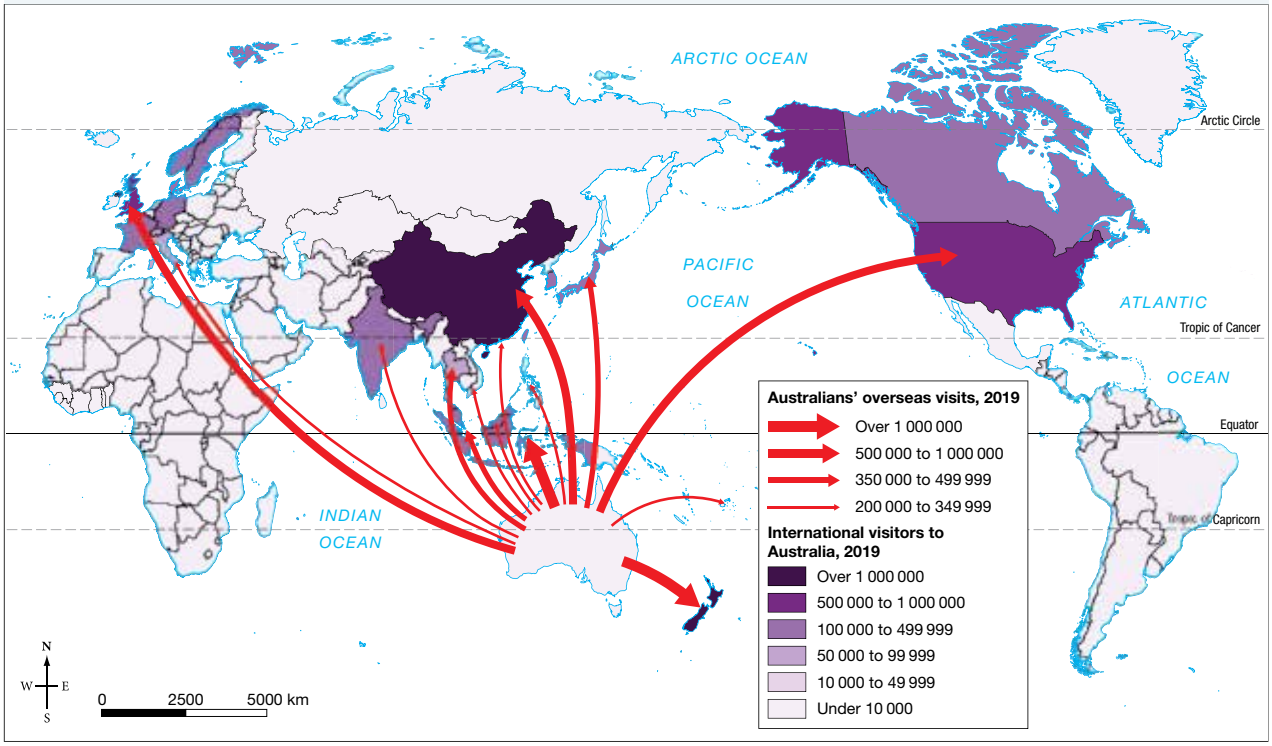
8.2.8 What is scale?

When we examine geographical questions at different spatial levels we are using the concept of **scale** to find more complete answers.

A little like a camera zoom, scale enables us to examine issues from different perspectives, from personal to local, regional, national or global. Using scale helps in the analysis and explanation of phenomena. For example, climate is the most important factor in determining vegetation type on a global scale, whereas, at a local scale, soil and drainage might be more important. Different activities can also have an impact at a range of scales; for example, the construction of an international airport in Cairns saw the development of tourism evolve from a local to an international scale, with direct flights between Australia and South-East Asia.

scale the way that geographical phenomena and processes can be examined at different spatial levels. Scale can be applied from personal and local levels to regional, national or global levels.

FIGURE 8 Country of origin for tourists visiting Australia, and destinations for Australian tourists



Source: Based on data from ABS and Austrade. Map redrawn by Spatial Vision.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Scale**

LESSON
8.3 Skills used in Geography

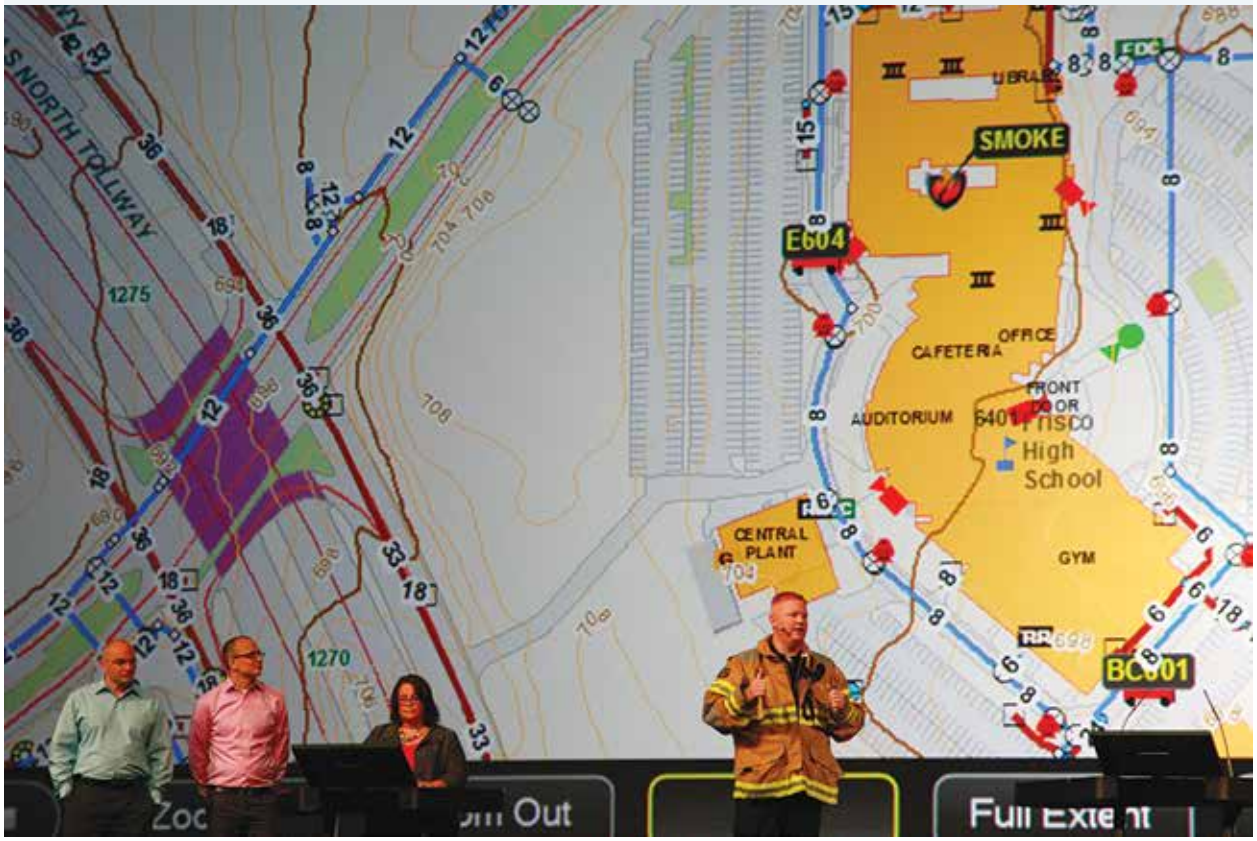
8.3.1 Skills for work

Studying Geography is about developing an understanding of the world. The concepts and skills you will learn are transferable to the workplace and can be used as a basis for evaluating strategies for the sustainable use and management of the world's resources. An understanding of Geography and its application for managing sustainable futures is important knowledge that will be desirable to many future employers. Perhaps more importantly, however, the study of Geography helps you to understand the world you live in: its landscape, natural systems, people and human interconnectivity.

Geographical skills and knowledge are a foundation for many occupations. The study of Geography includes developing important geospatial and spatial technology skills, which underpin the knowledge base of a range of courses and careers.

- *Geospatial skills:* the ability to collect and collate information gathered from fieldwork and observations. Geospatial skills are used in careers such as mining, surveying, meteorology, agricultural science and urban planning.
- *Spatial technologies*: technologies that demonstrate the connections between location, people and activities in digital formats. Jobs in the spatial industry are varied and include working in business and government. Spatial technologies apply many techniques, such as photogrammetry, remote sensing and global positioning systems (GPS). Spatial technologies manage information about the environment, transportation and other utility systems.

FIGURE 1 GIS is used to manage spaces and plan escape routes during a fire.



8.3.2 Skills used in studying Geography

In addition to the concepts you study in Geography, there is a range of essential practical skills that you will learn, practise and build.

The specific Geographical skills you'll use in Year 9 are listed below. These can be categorised into the four core Geography skills.

Questioning and researching using geographical methods

Questioning and researching using geographical methods involves applying geographical concepts to develop questions and using primary research or fieldwork to gain a greater understanding of a concept or issue. This year your research and fieldwork should involve gathering information from both primary sources and a range of secondary sources, while evaluating them for relevance, reliability and bias. In Geography we look at information from a range of perspectives, and use ethical protocols to assess reliability and worth. In Year 9 you will be investigating the causes and consequences of change in places and environments and how this change can be managed. You will also look at the way in which our increasingly interconnected and interdependent world will shape the planet's future.

The SkillBuilders related to this skill that you'll use at Year 9 level are:

- Constructing a land use map
- Creating a survey
- Using advanced survey techniques — interviews.

Interpreting and analysing geographical data and information

In Geography this year you will interpret data by using both quantitative methods (measurable information) and qualitive methods (observations and descriptions) to find similarities, patterns and differences in sources studied. You will also be expected to predict trends and discuss relationships by identifying the key aspects of data presented to you in a variety of forms (e.g. different types of maps, tables, graphs and charts).

In Year 9 Geography this may include analysing the links between different biomes and food production. It may also involve an analysis of the interconnectedness of our world through trade and information technologies.

The SkillBuilders related to this skill that you'll use at Year 9 level are:

- Describing patterns and correlations on a topographic map
- Interpreting satellite images to show change over time
- Constructing and describing a transect on a topographic map
- Constructing a land use map
- Describing spatial relationships in thematic maps
- Describing divergence graphs
- Constructing ternary graphs
- Constructing and describing proportional circles on maps
- Constructing and describing isoline maps
- Constructing and describing a flow map
- Constructing a table of data for GIS
- Constructing multiple line and cumulative line graphs
- GIS — deconstructing a map.

Concluding and decision-making

In Geography you will learn to justify conclusions and propose strategies by analysing data, information and perspectives from a variety of sources. By considering environmental, economic and social factors you will make assessments about the interconnectedness of issues relating to biomes and food security as well as the geography of interconnection.

You will be expected to draw conclusions about how to best manage the balance between feeding the world's growing population and the maintenance of viable and sustainable biomes. You will also be theorising about the ways in which information and communication technologies will influence the future of our relationships with each other and the natural world.

The SkillBuilders related to this skill that you'll use at Year 9 level are:

- GIS — deconstructing a map
- Interpreting a geographical cartoon.

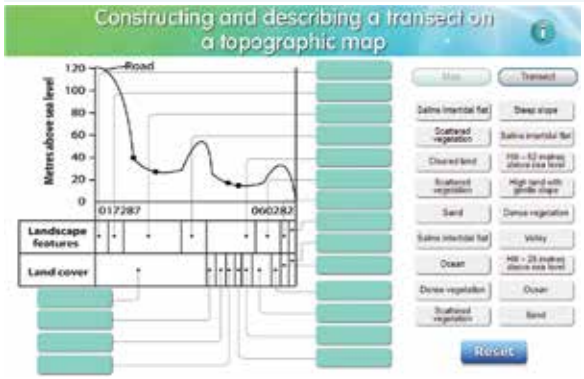
Communicating

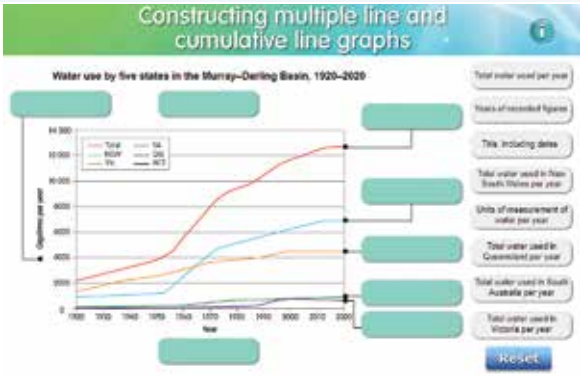
Communicating your ideas and justifying your conclusions are key skills you will develop in Geography. Using geographical concepts and knowledge, and a range of digital and non-digital formats, you will learn to express your ideas on a wide range of concepts and issues. When communicating in Geography you need to ensure that you consider your audience, you acknowledge your sources and you choose appropriate methods of communication to ensure your message is clear and well presented. In Year 9 you will be expected to explore new ways of presenting information and further develop the skills you acquired in earlier years.

The SkillBuilders related to this skill that you'll use at Year 9 level are:

- Writing a fieldwork report as an annotated visual display (AVD).

FIGURE 2 Your online resources include interactivities that will help you to build your Geography skills.





LESSON
8.4 SkillBuilder: Describing spatial relationships in thematic maps

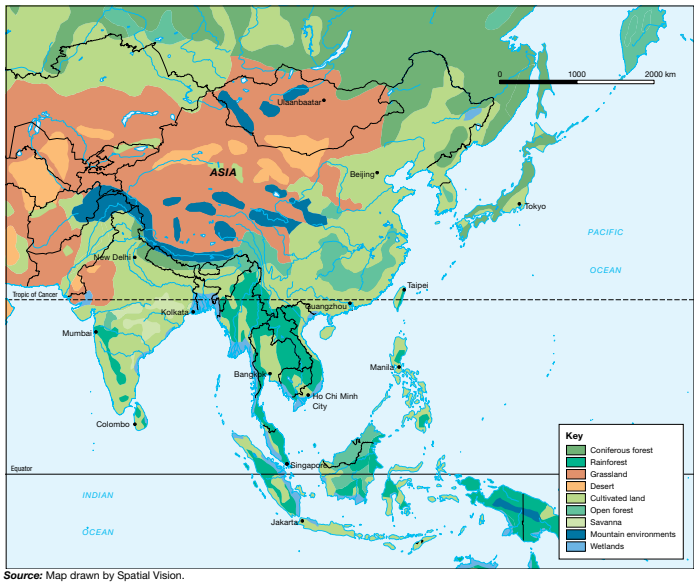
online only

What are spatial relationships in thematic maps?

A spatial relationship is the interconnection between two or more pieces of information in a thematic map, and the degree to which they influence each other's distribution in space. Describing these relationships helps us understand how one thing affects another.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).



Source: Map drawn by Spatial Vision.

on Resources

Video eLesson Describing spatial relationships in thematic maps (eles-1726)

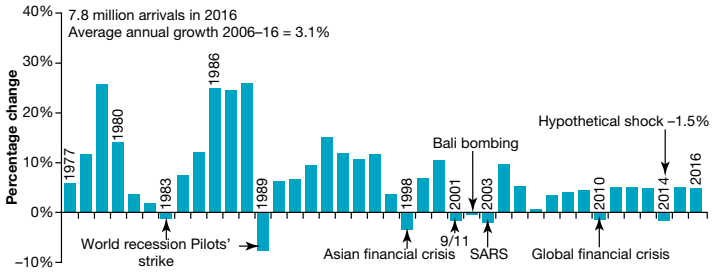
Interactivity Describing spatial relationships in thematic maps (int-3344)

LESSON
8.5 SkillBuilder: Describing divergence graphs

online only

What is a divergence graph?

A divergence graph is a graph that is drawn above and below a zero line. Those numbers above the line are positive, showing the amount above zero. Negative numbers that are shown indicate that the data has fallen below zero.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson	Describing divergence graphs (eles-1739)
Interactivity	Describing divergence graphs (int-3357)

LESSON
8.6 SkillBuilder: Describing patterns and correlations on a topographic map

online only

What is a pattern?

A pattern is the way in which features are distributed or spread. A correlation shows how two or more features are interconnected — that is, the relationship between the features.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

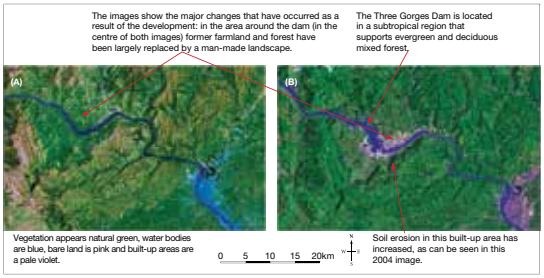
Digital document	Topographic map of Clare Valley (doc-27426)
Video eLesson	Describing patterns and correlations on a topographic map (eles-1729)
Interactivity	Describing patterns and correlations on a topographic map (int-3347)
Google Earth	Clare Valley

LESSON
8.7 SkillBuilder: Interpreting satellite images to show change over time

online only

What is a satellite image?

A satellite image is an image taken from a satellite orbiting the Earth. Satellite images allow us to see very large areas — much larger than those that can be visualised using vertical aerial photography. A satellite image often does not use the natural colours that we expect. This is referred to as using false colours, and these are applied in the computer processing of the images in order to highlight spatial patterns more clearly.



Source: Geoscience Australia.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

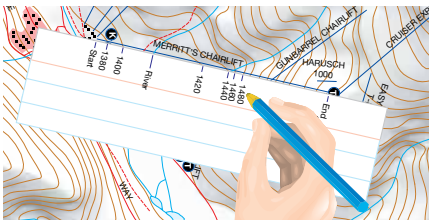
Video eLesson	Interpreting satellite images to show change over time	(eles-1733)
Interactivity	Interpreting satellite images to show change over time	(int-3351)

LESSON
8.8 SkillBuilder: Constructing and describing a transect on a topographic map

online only

What is a transect?

A transect is a cross-section with additional detail which summarises information about the environment. In addition to the shape of the land, a transect shows what is on the ground, including landforms, vegetation, soil types, settlements and infrastructure.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Digital doc	Topographic map of Dalywoi Bay, Northern Territory	(doc-11565)
Video eLesson	Constructing and describing a transect on a topographic map	(eles-1727)
Interactivity	Constructing and describing a transect on a topographic map	(int-3345)

LESSON
8.9 SkillBuilder: Constructing multiple line and cumulative line graphs

online only

What are multiple line and cumulative line graphs?

Multiple line graphs consist of a number of separate lines drawn on a single graph. Cumulative line graphs are more complex to read, because each set of data is added to the previous line graph in a new layer or level. Both formats show change over time, and both show trends effectively.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Constructing multiple line and cumulative line graphs (eles-1740)
Interactivity Constructing multiple line and cumulative line graphs (int-3358)

LESSON
8.10 SkillBuilder: Constructing a land use map

online only

What is a land use map?

A land use map may be drawn from a topographic map, an aerial photograph or a plan, or during fieldwork.

A land use map shows simplified information about the uses made of an area of land. In a built environment, a land use map may show a shopping centre, a local shopping strip, or the types of houses in a street. In a rural environment, a land use map may show vegetation types or agricultural activities.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

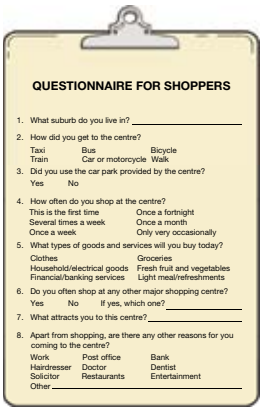
Video eLesson Constructing a land use map (eles-1755)
Interactivity Constructing a land use map (int-3373)

LESSON
8.11 SkillBuilder: Creating a survey

online only

What is a survey?

Surveys collect primary data. A survey involves asking questions, recording and collecting responses, and collating and interpreting the number of responses. Because your survey is taken from a relatively small number of people in a population, it is called a sample.


QUESTIONNAIRE FOR SHOPPERS

1. What suburb do you live in? _____
2. How did you get to the centre?
   Taxi Bus Bicycle
   Train Car or motorcycle Walk
3. Did you use the car park provided by the centre?
   Yes No
4. How often do you shop at the centre?
   This is the first time Once a fortnight
   Several times a week Once a month
   Once a week Only very occasionally
5. What types of goods and services will you buy today?
   Clothes Groceries
   Household/electrical goods Fresh fruit and vegetables
   Financial/banking services Light meal/refreshments
6. Do you often shop at any other major shopping centre?
   Yes No If yes, which one? _____
7. What attracts you to this centre? _____
8. Apart from shopping, are there any other reasons for you coming to the centre?
   Work Post office Bank
   Hairdresser Doctor Dentist
   Solicitor Restaurants Entertainment
   Other _____

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Creating a survey (eles-1764)
Interactivity Creating a survey (int-3382)

LESSON
8.12 SkillBuilder: Constructing ternary graphs

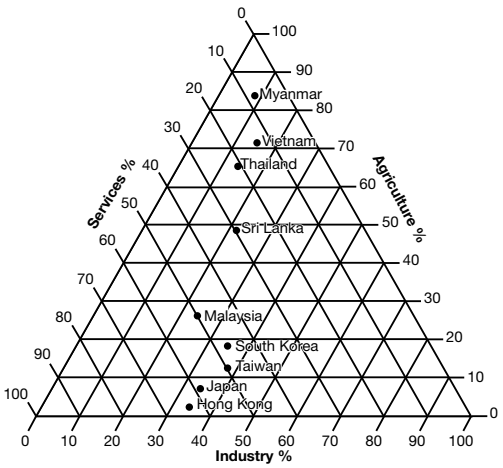
online only

What are ternary graphs?

Ternary graphs are triangular graphs that show the relationship or interconnection between features. They are particularly useful when a feature has three components and the three components add up to 100 per cent.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



on Resources

Video eLesson Constructing ternary graphs (eles-1728)
Interactivity Constructing ternary graphs (int-3346)

LESSON
8.13 SkillBuilder: Constructing and describing proportional circles on maps

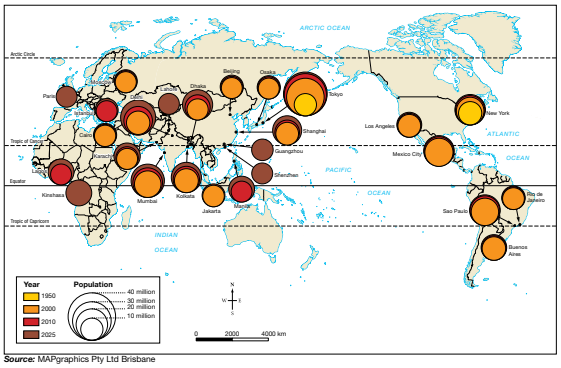
online only

What are proportional circle maps?

Proportional circle maps are maps that incorporate circles, drawn to scale, to represent data for particular places. Different-sized circles on a map reflect different values or amounts of the particular factor being studied.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



Source: MAPgraphics Pty Ltd Brisbane

on Resources

Video eLesson Constructing and describing proportional circles on maps (eles-1735)
Interactivity Constructing and describing proportional circles on maps (int-3353)

LESSON
8.14 SkillBuilder: Constructing and describing isoline maps

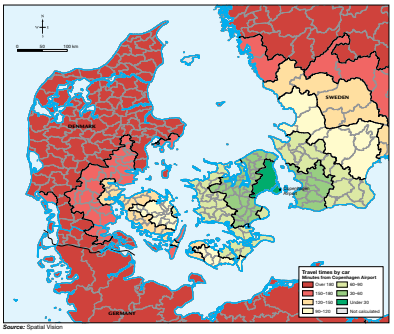
online only

What is an isoline map?

An isoline map shows lines that join all the places with the same value. Isoline maps show gradual change in one type of data over a continuous area. Isolines do not cross or touch each other. The same difference is always shown between each isoline and the next over the entire map.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



Source: Spatial Vision

on Resources

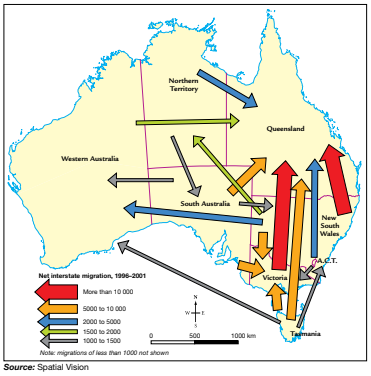
Video eLesson Constructing and describing isoline maps (eles-1737)
Interactivity Constructing and describing isoline maps (int-3355)

LESSON
8.15 SkillBuilder: Constructing and describing a flow map

onlineonly

What is a flow map?

A flow map is a map that shows the movement of people or objects from one place to another. Arrows are drawn from the point of origin to the destination. Sometimes these lines are scaled to indicate how much of the feature is moving. Thicker lines show a larger amount; thinner lines show a smaller amount.



Source: Spatial Vision

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Digital document Topographic map of Griffith, New South Wales (doc-11566)
Video eLesson Constructing and describing a flow map (eles-1741)
Interactivity Constructing and describing a flow map (int-3359)

LESSON
8.16 SkillBuilder: Constructing a table of data for GIS

onlineonly

Why are there tables within GIS?

Geographical information systems, or GIS, use tables to organise and store information about points, lines and plolygons (vector data). These tables have rows and columns, called fields. The GIS software links the rows in the table to the points, lines or polygons on a map.

In a GIS, each row in the table is linked to a polygon on the map

Sample	Address	No_home	No_mobiles
1	42 Jacob Street	2	4
2	27 Jacob Street	3	3
3	36 Adele Avenue	4	3
4	34 Flint Street	4	1
5	35 Flint Street	5	3
6	25 Flint Street	4	2
7	12 Jess Court	4	2
8	2 Jess Court	4	4
9	12 Flint Street	5	3
10	52 Jacob Street	6	2

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Constructing a table of data for a GIS (eles-1743)
Interactivity Constructing a table of data for a GIS (int-3361)

LESSON
8.17 SkillBuilder: GIS — deconstructing a map

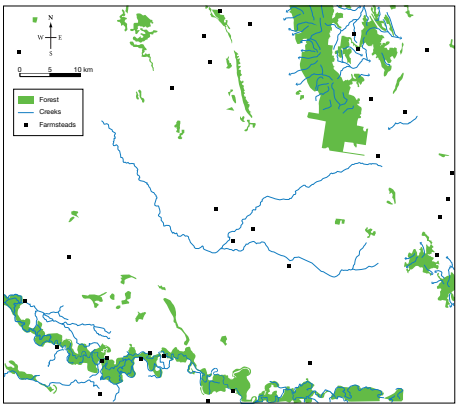
online only

What is GIS?

A geographical information system (GIS) is a storage system for information or data, which is stored as numbers, words or pictures.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).



on Resources

Digital document	Topographic map of Griffith, New South Wales (doc-11566)
Video eLesson	GIS — deconstructing a map (eles-1730)
Interactivity	GIS — deconstructing a map (int-3348)

LESSON
8.18 SkillBuilder: Interpreting a geographical cartoon

online only

What are geographical cartoons?

Geographical cartoons are humorous or satirical drawings on topical geographical issues, social trends and events. A cartoon conveys the artist's perspective on a topic, generally simplifying the issue.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- the step-by-step process involved in developing the skill with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

on Resources

Video eLesson	Interpreting a geographical cartoon (eles-1731)
Interactivity	Interpreting a geographical cartoon (int-3349)

LESSON
8.19 SkillBuilder: Using advanced survey techniques — interviews

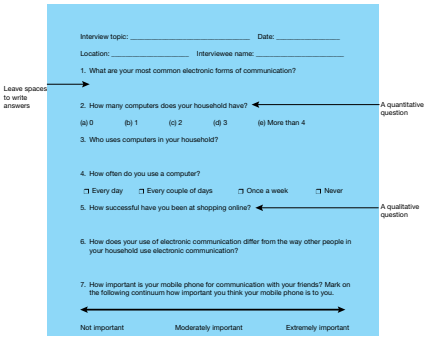
online only

What are interviews that survey people's opinions?

Surveys collect primary data, such as data that has been gathered in the field. Conducting a survey interview means asking questions, recording and collecting responses, and collating the number of responses.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



Resources

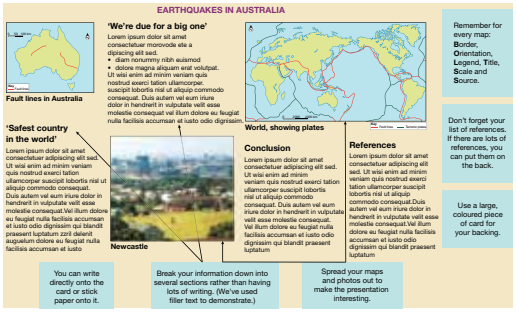
- **Video eLesson** Using advanced survey techniques — interviews (eles-1742)
- **Interactivity** Using advanced survey techniques — interviews (int-3360)

LESSON
8.20 SkillBuilder: Writing a fieldwork report as an annotated visual display (AVD)

online only

What is a fieldwork report?

A fieldwork report helps you process all the information that you have gathered during fieldwork. You sort your data, create tables and graphs, and select images. You interpret the data as text or annotated images to convey your ideas. To convey your ideas, you synthesise, or pull together, all the data in a logical presentation.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

Resources

- **Video eLesson** Writing a fieldwork report as an annotated visual display (AVD) (eles-1747)
- **Interactivity** Writing a fieldwork report as an annotated visual display (AVD) (int-3365)

LESSON
8.21 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results | **Watch teacher-led videos** | **Practise questions with immediate feedback**

Find all this and MORE in jacPLUS

8.21.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

8.2 Concepts in Geography

- The acronym SPICESS helps you remember the seven geographical concepts:
  - space
  - place
  - interconnection
  - change
  - environment
  - sustainability
  - scale.

8.3 Skills used in Geography

- Many occupations are linked to the study of Geography.
- New jobs are developing in the spatial sciences that use geographical tools such as GPS, GIS, satellite imaging and surveying.
- You will learn, practise and master a range of essential practical skills, including:
  - questioning and researching using geographical methods
  - interpreting and analysing geographical data and information
  - concluding and decision-making
  - communicating.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11471)
Reflection (ewbk-11473)

Interactivity Geography concepts and skills crossword (int-9057)

8.21.2 Key terms

change is about using time to better understand a place, an environment, a spatial pattern or a geographical problem. The concept of change involves both time and space — change can take place over a period of time, or over an area.

environment the physical and biological world around us, which supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people

interconnection the fact that people and things are connected to other people and things in their own and other places around the world

place an area on the Earth's surface which is identified and has meaning for people

scale the way that geographical phenomena and processes can be examined at different spatial levels. Scale can be applied from personal and local levels to regional, national or global levels.

space where things are located and distributed on the surface of the Earth

sustainability refers to maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future

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LESSON
8.4 SkillBuilder: Describing spatial relationships in thematic maps

LEARNING INTENTION

By the end of this lesson you should be able to describe spatial relationships in thematic maps.

8.4.1 Tell me

A spatial relationship is the interconnection between two or more pieces of information in a thematic map, and the degree to which they influence each other's distribution in space.

This could mean the similarities that maps have to where things are located or areas of high frequency. Spatial relationships also highlight potential issues such as areas that are experiencing high traffic or high rates of animal deaths.

How are spatial relationships in thematic maps useful?

Spatial relationships between features or information in thematic maps are the links between the distribution of those features. Finding these links can help us to see patterns of behaviour and links between environments. They are useful in helping you understand how one thing affects another.

They are used by:

- councils, when determining planning permits
- transport authorities, when determining new freeways, rail links and tunnels
- meteorologists, when predicting the weekly weather.

A description of a spatial relationship in thematic maps:

- clearly identifies which features on thematic maps are linked or interconnected
- points out obvious anomalies (these are examples of where the general pattern or interconnection does not apply or exist)
- describes the extent of interconnections (e.g. as strong or weak).

8.4.2 Show me

You will need:

- two thematic maps that can be compared
- an atlas.

Model

The maps in **FIGURES 1(a)** and **1(b)** show that, across Asia, there is a strong interconnection between climate and biomes. In areas of high rainfall throughout the tropics, rainforest biomes dominate. In western India's hot desert and in the cold mountains, desert biomes exist. In central Asia, the cold deserts and semi-deserts are so dry that desert and grassland biomes dominate the environment. There is no interconnection between climate and the wetland biomes of north-east China and Bangladesh's delta region, but in Asia overall there is a strong spatial relationship between biomes and climate.

Procedure

Step 1

Use an atlas to familiarise yourself with the mapped area. Place names are important to use in your writing. In **FIGURES 1(a)** and **1(b)**, identify places such as India and China.

Step 2

Identify areas on both maps that have a distinct interconnection by looking for similar patterns in similar parts of the maps. In **FIGURES 1(a)** and **1(b)**, biomes are clearly linked to climate, with temperatures, rainfall and other climatic factors having an important role in determining what will grow in an area. Write a few sentences outlining where these strong interconnections occur. For example: 'In central Asia, the cold deserts and semi-deserts are so dry that desert and grassland biomes dominate the environment.'

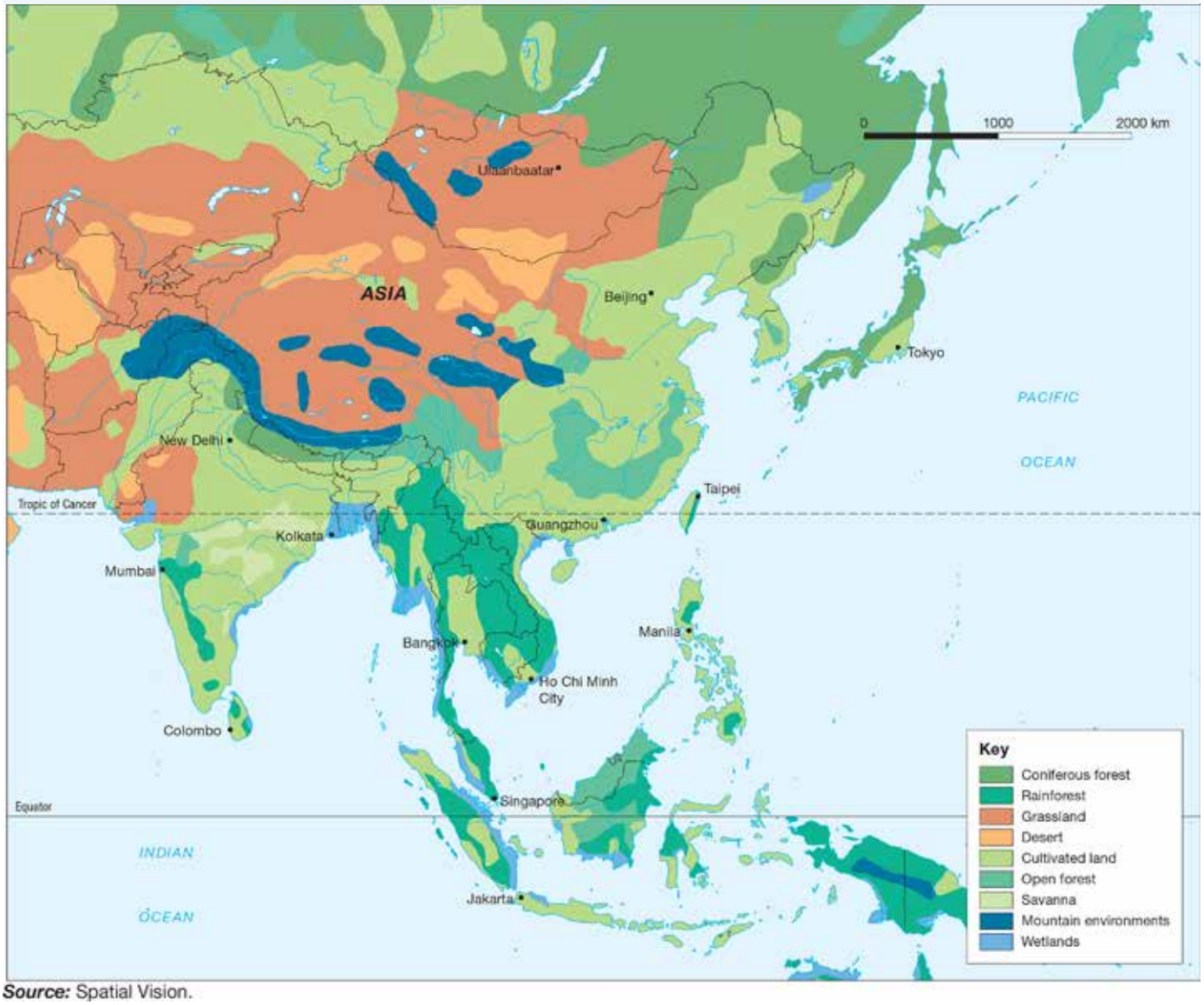
Step 3

Search the maps carefully and look for any areas where there seem to be no connections between biomes and climate. These are the anomalies because they do not fit the general pattern of a link between climate and biome. If necessary, write a few sentences outlining where there are no interconnections. For example: 'The wetland biomes of north-east China and the Bangladesh delta are not linked to climate.'

Step 4

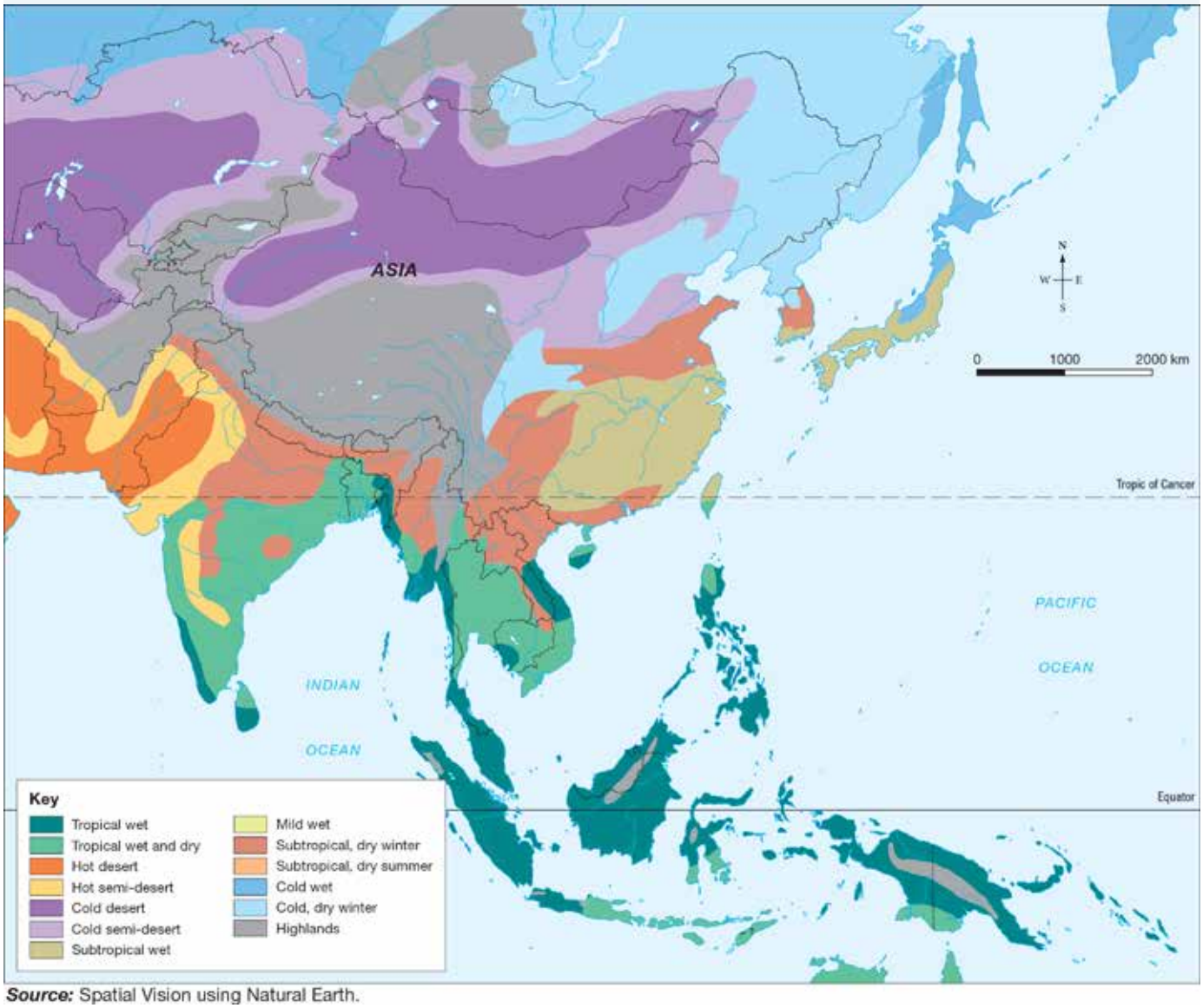
Conclude your paragraph with a final statement about spatial relationships. For example: 'In Asia there is a strong spatial relationship between biomes and climate.'

FIGURE 1(a) Thematic map of Asia showing biomes



Source: Spatial Vision.

FIGURE 1(b) Thematic map of Asia showing climatic zones



Source: Spatial Vision using Natural Earth.

on Resources

- **Video eLesson** Describing spatial relationships in thematic maps (eles-1726)
- **Interactivity** Describing spatial relationships in thematic maps (int-3344)

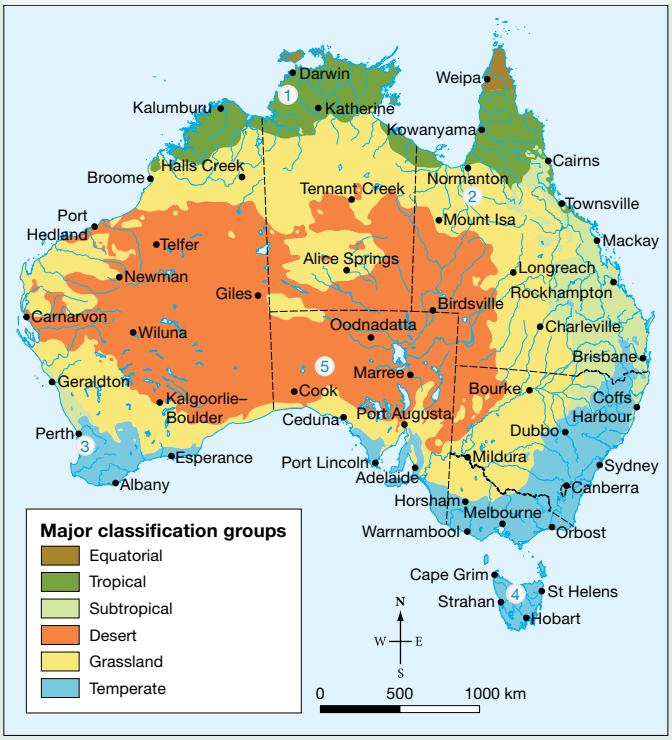
8.4.3 Let me do it

Complete the following activities to practise this skill.

8.4. ACTIVITIES

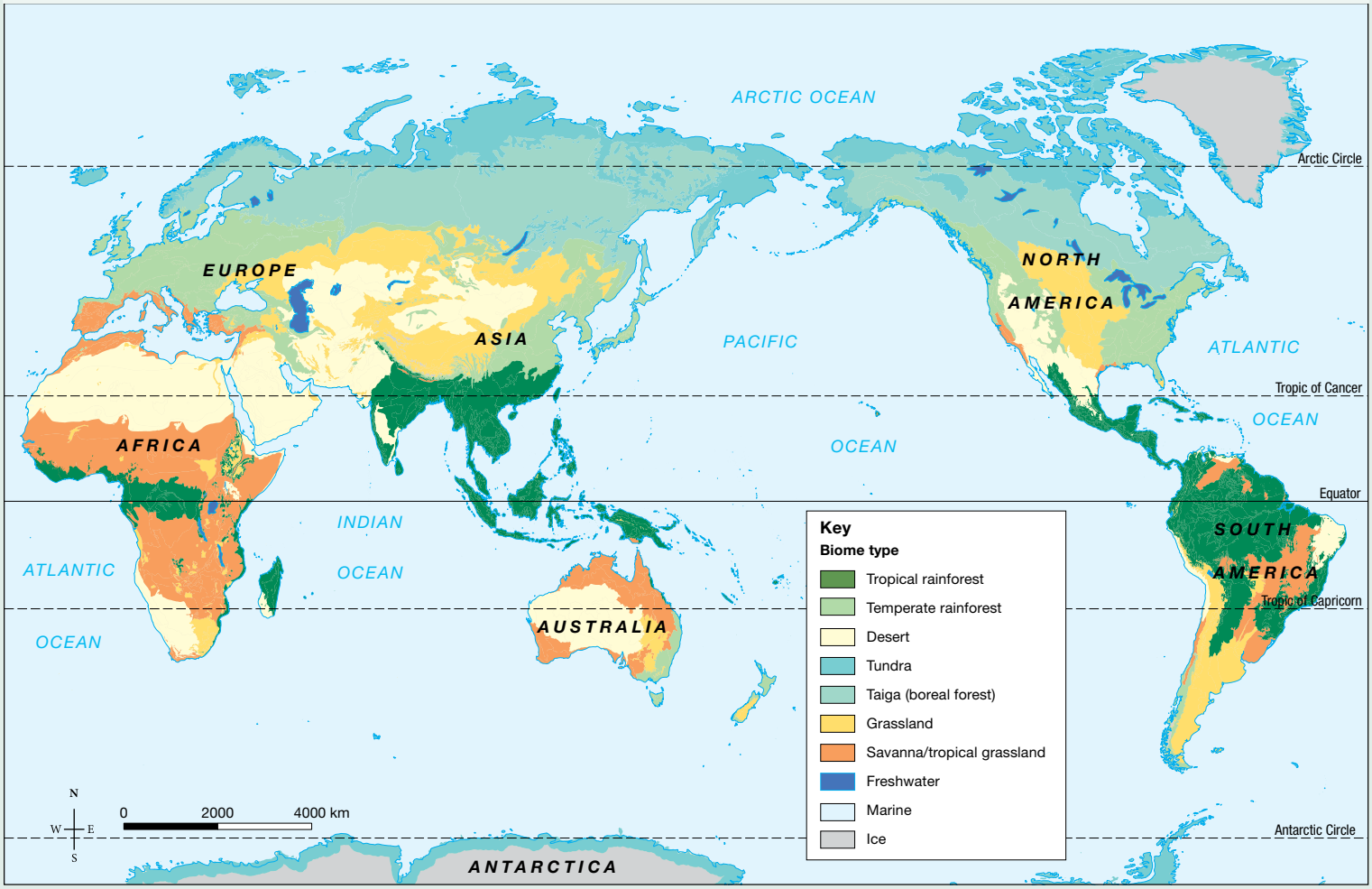
1. Study the thematic maps showing Australia's climate and biomes, shown in **FIGURES 2** and **3**. In a paragraph, describe the ***spatial*** relationship between biomes and climate in Australia. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Is there a strong relationship between Australia's arid climates and desert biomes? Explain your answer.
   b. Is there a ***spatial*** relationship between Australia's tropical rainforests and climate?
   c. Is the ***spatial*** relationship between climate and the savanna (grassland) biome strong or weak? Explain your answer.
   d. Name the main biome found in Tasmania. Why might there be only one biome on the map?
   e. Find one biome that does not occur in Australia. Suggest reasons why this is the case.

FIGURE 2 Climate classification of Australia



Source: Data copyright Commonwealth of Australia, 2013 Bureau of Meteorology. Map drawn by Spatial Vision.

FIGURE 3 Major biomes of the world



Source: Redrawn by Spatial Vision based on the information from the Nature Conservancy and GIS Data.

Checklist

I have:

- clearly identified which features on thematic maps are linked or interconnected
- pointed out obvious anomalies, where no linkages or interconnections can be observed
- described the extent of interconnections (for example, as strong or weak).

LESSON
8.5 SkillBuilder: Describing divergence graphs

LEARNING INTENTION

By the end of this lesson you should be able to describe the information presented in a divergence graph.

8.5.1 Tell me

A divergence graph is a graph that is drawn above and below a zero line. Those numbers above the line are positive, showing the amount above zero. Negative numbers that are shown indicate that the data has fallen below zero.

You may have seen graphs with negative numbers in climate graphs, where some months of the year in some places are below 0° C on average.

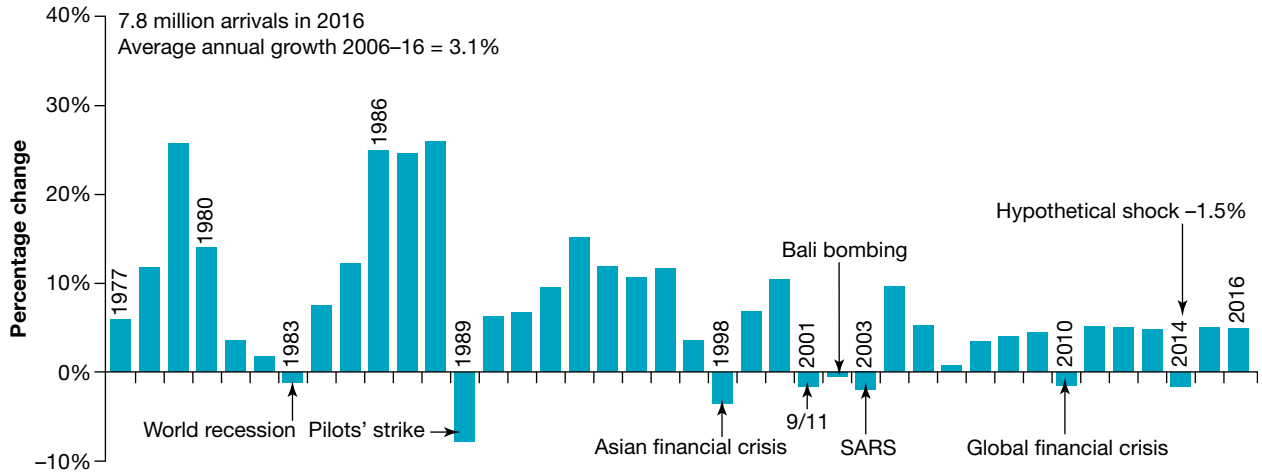
Why is a graph with negative numbers useful?

A divergence graph allows you to identify changes away from the normal in a trend. A trend is a common pattern of gradual change. A divergence graph can indicate data that varies considerably over time.

A good interpretation of a graph with negative numbers:

- identifies and communicates key features such as patterns, peaks and troughs
- clearly represents and communicates the data (e.g. about a specific place).

FIGURE 1 Australia's past tourism trends



Australia's tourism industry has experienced fluctuating highs and lows over the 40 years between 1977 and 2017. The 1980s was a period of high percentage change in tourism (20–30 per cent), hit by a world recession and pilots' strike (negative growth) but rebounding strongly afterwards (15 per cent) in the early 1990s. The percentage change in tourism was not as strong (<10 per cent) between the 1990s and early 2000s. The 1990s saw more growth than the 2000s (5 per cent), when global events had a big impact. More recently, Australian tourism has been affected by the global financial crisis (with negative growth in 2010).

During the COVID-19 pandemic, international arrivals to Australia virtually came to a complete halt (negative growth between 99.7 and 99.2 per cent). Consider the shape of how this compares with the data presented for the 40 years prior in this graph.

8.5.2 Show me

You will need:

- a graph showing trends, including negative trends.

Procedure

Step 1

Read the title of the graph carefully to see what data has been graphed, and to check the locations and dates to which the graph refers.

Step 2

Study the labels on both axes and any key or legend provided to add to your knowledge. In **FIGURE 1**, you can see that the time frame of the information is from 1977 to 2016, and that the number of visitors to Australia is represented on the vertical axis as percentage change.

Step 3

Study the shape of the graph. In **FIGURE 1**, you will note that some features are related to global events, such as recessions, pilots' strike, terrorism and disease outbreaks (SARS). At times, the graph flattens out as there is little change, such as in the late 2000s.

Step 4

Write a few sentences to outline the shape of the graph; for example, '**FIGURE 1** shows that Australian tourism has experienced fluctuating highs and lows for the past 40 years.' In your description, include any events that affected the change. For example, the text below **FIGURE 1** includes the explanation that the 1980s was 'a period of high percentage change in tourism (20–30 per cent), hit by a world recession and pilots' strike (negative growth)'. Also look for periods of time where the change was either slow (2010 in **FIGURE 1**) or rapid (1989 in **FIGURE 1**).

on Resources

Video eLesson Describing divergence graphs (eles-1739)

Interactivity Describing divergence graphs (int-3357)

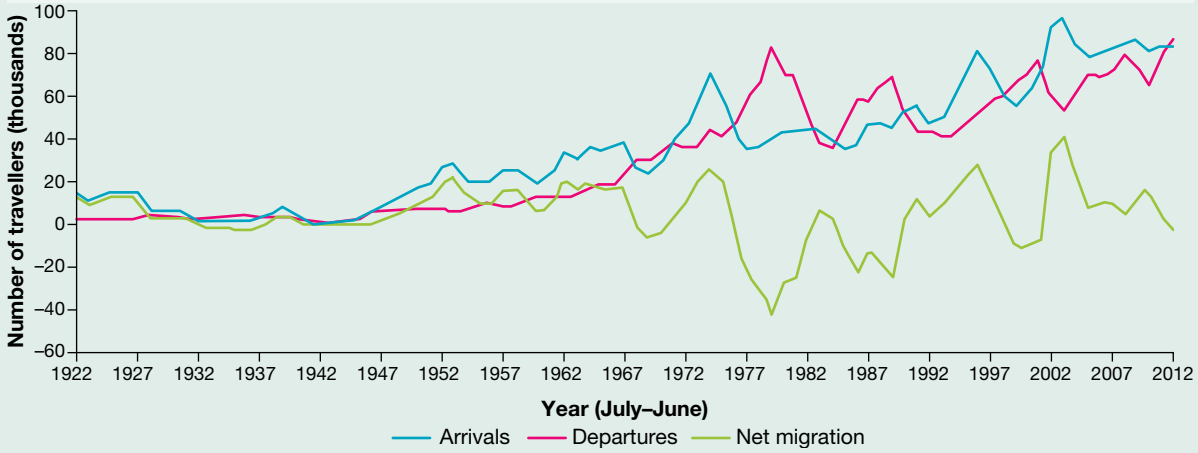
8.5.3 Let me do it

Complete the following activities to practise this skill.

8.5 ACTIVITIES

1. Using the graph shown in **FIGURE 2**, explain what has happened to the level of migration in New Zealand. Use the net migration line as the basis for your answer.

FIGURE 2 New Zealand migration trends: Annual permanent and long-term arrivals, departures and net migration, 1922–2012



2. Apply your skills to answer the following questions. Use the checklist to ensure you have covered all aspects of the task.
   a. What is the trend for the line indicating the number of arrivals?
   b. What is the trend for the line indicating the number of departures?
   c. In which years did the population of New Zealand lose more people than it gained?
   d. Identify a period of time when increases happened slowly and a period when they happened quickly. Identify a period of time when decreases happened slowly and a period when they happened quickly.
   e. If net migration is the difference between arrivals and departures, what has happened to people's attitudes towards migration to New Zealand?
3. a. Using the data showing monthly short-term arrivals to Australia collected by the Australian Bureau of Statistics, create a divergence graph that shows the month-by-month impact of the global COVID-19 pandemic on international travellers to Australia.

TABLE 1 Monthly arrivals to Australia for short-term visits (2019–2020)

Month	Arrivals ('000)	% change*
Jul	790.4	2.1
Aug	789.2	6.4
Sep	695.0	0.7
Oct	774.0	2.7
Nov	815.9	1.7
Dec	1077.7	1.9
Jan	766.6	4.8
Feb	685.4	–26.1
Mar	331.9	–60.3

Month	Arrivals ('000)	% change*
Apr	2.2	–99.7
May	3.4	–99.5
Jun	5.4	–99.2
Annual total	6 737.2	–27.9

*Compared to same month in the previous year
Source: ABS, Overseas Arrivals - Unprecedented Fall in 2019-20, Media Release 14 August 2020

b. Using the steps in the Show me section, write a short analysis of how tourist arrivals changed in Australia during 2020.

Checklist

I have:

- identified and communicated key features such as patterns, peaks and troughs
- clearly represented and communicated the data about a specific ***place***.

LESSON
8.6 SkillBuilder: Describing patterns and correlations on a topographic map

LEARNING INTENTION

By the end of this lesson you should be able to analyse and describe patterns and correlations seen on a topographic map.

8.6.1 Tell me

A **pattern** is the way in which features are distributed or spread. A **correlation** shows how two or more features are interconnected — that is, the relationship between the features.

Why are patterns and correlations in topographic maps useful?

Patterns and correlations in a topographic map can show us cause-and-effect connections. A feature may be seen to occur at a place on a map and, when we ask why, other features on the topographic map help to explain the answer.

Topographic maps are useful for showing:

- landforms and land use connections
- water features and flooding, for emergency services
- vegetation cover and slopes, for fire authorities
- landforms and settlements, for urban developers.

A good description of patterns and correlations in a topographic map:

- uses placenames
- mentions distances
- identifies regions
- identifies connections
- notes anomalies
- is written in paragraphs and includes an introduction that identifies the place and a conclusion that summarises the key findings.

8.6.2 Show me

You will need:

- a topographic map of the place being considered.

Model

In the environs of the township of Clare, South Australia, the eastern ridge slopes are used extensively for grape growing. Roads run parallel to the ridge and, owing to the steepness of the land, it is possible to drive over the ridge at only a few points, such as at Hughes Park (GR 800405). Settlements follow the ridge road along North Road. Streams that have their source on the ridge tend to flow west and form larger streams. Those streams flowing to the east are often dammed. Windmills throughout the flatter areas suggest water is needed for animal pasture in the drier months of the year. Spring Gully Conservation Park is a treed area on the steepest part of the ridge. The vineyards to the north at White Hut and Stanley Flat are not on sloped land, suggesting that the types of grapes grown there differ from those across most of the area. The Clare Valley region is an important vineyard area, adding significantly to the agricultural output of South Australia.

pattern the way in which features are distributed or spread

correlation a relationship between the features

FIGURE 1 Topographic map extract showing the Clare Valley, South Australia

Clare
Armagh
Auburn
St Clare Winery
Sevenhill
Sevenhill College & Winery
Gillentown
Donnybrook
Springs Township
Leasingham
Tarrington
Penwortham
Watervale
Leasingham Winery
Clarevale Winery
Stanley Winery
Wendouree Winery
Robertsons Winery
Hill River
Stony Point
Lodge Hill
Quarry Hill
Mount Rufus
Camels
Emu Creek
Neagles Rock
Ohlmeyer Park
Kookyna
Lyndhurst
Bungaree
Woodlands Grae
Bocconoc Park
Phaewyn
Holme Lacy
Robyln
Donnybrook
Hill
Creek
Quarry
Yards
Tank
Dam
Pier
Wharf
Jetty
Pipeline
Effluent ponds
Scramble track
Cemetery
Winery
Vineyard
Orchard
Pine
Oval
Golf course
Rifle range
Caravan park
Rapids
Rocks
Reef
Shoal
Swamp
Mangrove
Marsh
Sand
Mud
Saltpan
Foreshore
Beach
Cliff
Levee
Embankment
Cutting
Tunnel
Bridge
Ford
Causeway
Gate
Stock grid
Windmill
Church
Building
Tank
Dam
Waterhole
Spring
Well
Homestead
Ruin
Yard
Fence
Railway
Station
Siding
Level crossing
Road
Track
Footbridge
Power line
Pipeline
Contour
Depression contour
Spot height
Trig station
Survey mark
Boundary
Locality
Reserve
Recreation ground
Oval
Golf course
Rifle range
Caravan park
Camping ground
Picnic ground
Lookout
Monument
Memorial
Cemetery
Hall
School
Hospital
Police station
Post office
Telephone
Radio mast
Tower
Lighthouse
Beacon
Buoy
Wreck
Obstruction
Anchorage
Ferry
Jetty
Wharf
Pier
Slipway
Boat ramp
Harbour
Port
Airport
Airstrip
Helipad
Runway
Hangar
Control tower
Terminal
Apron
Taxiway
Windsock
Navigation light

FIGURE 2 Looking across the Clare Valley in South Australia

Procedure

Step 1

Take the time to carefully analyse the topographic map, particularly its legend. Visualise the landforms and land use of the mapped place.

Step 2

Systematically look for connections between features, beginning with places that have strong connections. Try this list of connections that can be applied to most topographic maps:

- landforms and water or drainage
- landforms and vegetation types
- landforms and settlement
- landforms and agricultural use
- water and vegetation
- settlement and agricultural uses.

After you have identified these connections, write a few sentences describing any connections that are obvious. Begin by introducing the place being discussed, as in the model description, which opens with 'In the environs of the township of Clare, South Australia … ' An example of a connection found in **FIGURE 1** is that there is a strong link between land slope and vineyards.

Step 3

Now systematically look for any anomalies that are evident. You are looking for things that seem unusual or show no connections. For example, in **FIGURE 1**, the wineries at White Hut and Stanley Flat are not on east-facing slopes.

Step 4

Complete your description with a concluding statement about the place. The model description concludes with the statement: 'The Clare Valley region is an important vineyard area, adding significantly to the agricultural output of South Australia.'

Resources

- **Digital document** Topographic map of Clare Valley (doc-27426)
- **Video eLesson** Describing patterns and correlations on a topographic map (eles-1729)
- **Interactivity** Describing patterns and correlations on a topographic map (int-3347)
- **Google Earth** Clare Valley

8.6.3 Let me do it

Complete the following activities to practise this skill.

8.6 ACTIVITIES

1. Using the topographic map extract of the Griffith, NSW, area (**FIGURE 2** in subtopic 12.2) write a paragraph identifying any patterns and correlations that are evident. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   - **a.** Why are the water channels straight? Is there an interconnection between slope and water resources? Explain your answer.
   - **b.** To what extent is there a correlation between orchards and slope? Explain your answer.
   - **c.** Describe the direction of development of Griffith township. Suggest why it has developed in this way.
   - **d.** How do we know that the irrigated orchards are smallholdings?
   - **e.** Is there a correlation between land slope and agricultural land use?

Checklist

I have:

- used placenames
- mentioned distances
- identified regions
- identified connections
- noted anomalies
- written in paragraphs and included an introduction that identifies the ***place*** and a conclusion that summarises the key findings.

LESSON
8.7 SkillBuilder: Interpreting satellite images to show change over time

LEARNING INTENTION

By the end of this lesson you should be able to identify and interpret some changes shown in satellite images over time.

8.7.1 Tell me

A satellite image is an image taken from a satellite orbiting the Earth. Satellite images allow us to see very large areas — much larger than those that can be visualised using vertical aerial photography. A satellite image often does not use the natural colours that we expect. This is referred to as using false colours, and these are applied in the computer processing of the images in order to highlight spatial patterns more clearly.

How is a satellite image useful?

A satellite image is useful because its size allows us to see trends and patterns, interconnections and relationships. Cartographers are able to increase the intensity of colours and use false colours to distinguish one feature from another. Satellite images are enhanced photography. Comparing satellite images can provide information about change over time. You will gain a lot of information from a satellite image that cannot be gained from a topographic map or aerial photograph, so your knowledge of an environment is enhanced.

Satellite images are useful for:

- identifying changes in heat patterns from different surfaces
- assessing vegetation modifications
- identifying urban sprawl
- tracking data across international boundaries.

A good interpretation of a satellite image:

- translates the false colours
- identifies patterns
- makes logical inferences
- uses distance and direction to locate places.

8.7.2 Show me

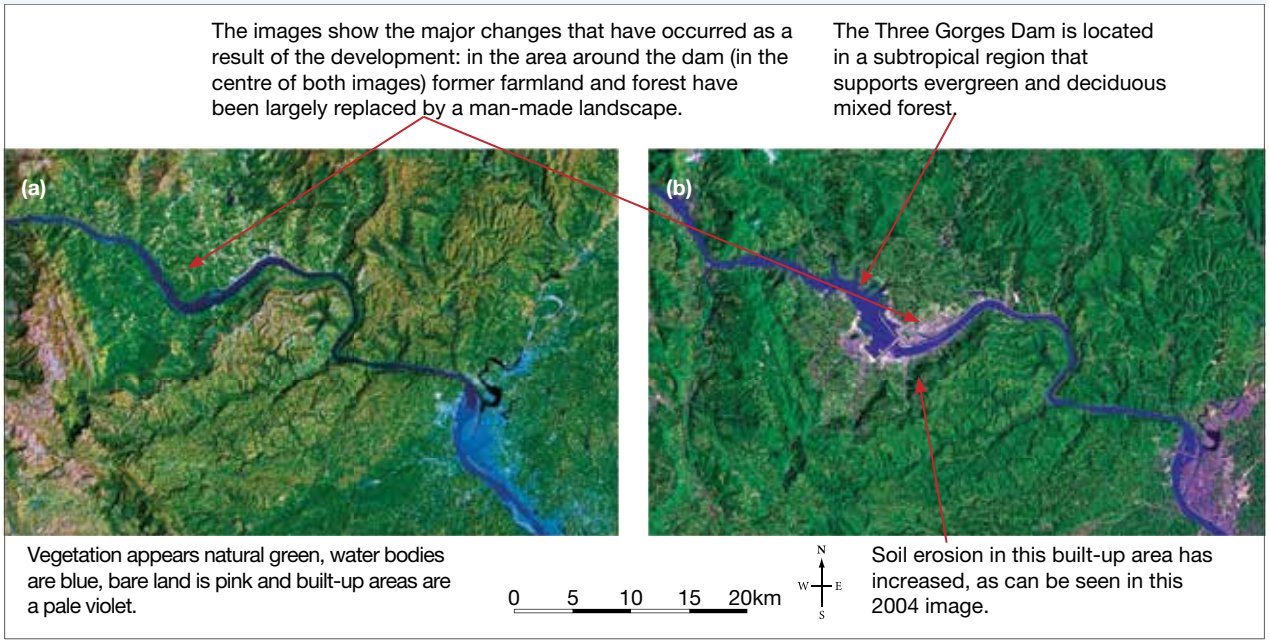
You will need:

- two satellite images of the same place, taken at different times
- an atlas.

Model

The Yangtze River in 1987 was a natural river running through a deep gorge. In the satellite image from 1987 (**FIGURE 1a**), the area is surrounded by high, barren hills and areas of dense subtropical forest (natural green). By 2004 (**FIGURE 1b**), the Three Gorges Dam wall (pale violet) had been built across the river. The water (blue) filled behind the two-kilometre dam wall and spread across the gorge floor, flooding back up the river about eight kilometres. New urban areas (pale violet) developed east and west of the dam wall on both sides of the river. In the 17 years since the first satellite image was taken, a town has developed on the low-lying land in the south-east, covering an area of about 36 square kilometres.

FIGURE 1 Change over time around the Yangtze River, China: (a) in 1987 and (b) in 2004, after the building of the Three Gorges Dam



Source: Geoscience Australia.

Procedure

Step 1

Determine the dates for the satellite images. Consider the time span between the images. In **FIGURE 1**, the time span is 17 years. Check that the satellite images are at the same scale. Note that in **FIGURE 1**, the 1987 and 2004 images show slightly different areas, but at the same scale. The central area of interest is covered by both images.

Step 2

Study the satellite images carefully, identifying the key features of the place. In satellite imagery, true colours are not always used. It is helpful to learn the colours commonly used in false-colour imagery.

TABLE 1 Colours commonly used in false-colour satellite imagery

Colour	Ground feature
Green	Vegetation
Dark blue	Water — the deeper the water, the darker the colour
Bright blue to mauve/grey	Housing and industrial areas
White to cream	Beaches and sands
Yellow	Barren areas, heavily grazed or fallow land
Pink to red	Recent plant growth, suburban parklands
Red	Flourishing vegetation, including forests (mangroves appearing brown)

In the description in **FIGURE 1**, the colours have been included to help you see the patterns evident in the satellite images.

Step 3

To interpret the colours, you need to comment on where the various colours appear. Use compass directions, scale or features identifiable on the satellite image, such as roads and rivers, to help reference the place that you are discussing. For example, the text above **FIGURE 1** says 'The water (blue) filled behind the two-kilometre dam wall'.

Step 4

Use the same feature in each of the satellite images as a reference point for identifying change. It may be the road system, a railway line passing across the region, a river flowing through the area or a town established in the earliest dated image. For example, in **FIGURE 1** the Yangtze River is a key feature that allows you to identify points by using the bends in the river as a reference point.

Step 5

It may be possible to make inferences from the satellite image. You may be able to see changes in topography, and these may relate to changes in land use. For example, in 1987 the area of the present-day dam was surrounded by high, barren hills and areas of dense subtropical forest; by 2004 a human-constructed landscape surrounded the dam.

on Resources

Video eLesson Interpreting satellite images to show change over time (eles-1733)

Interactivity Interpreting satellite images to show change over time (int-3351)

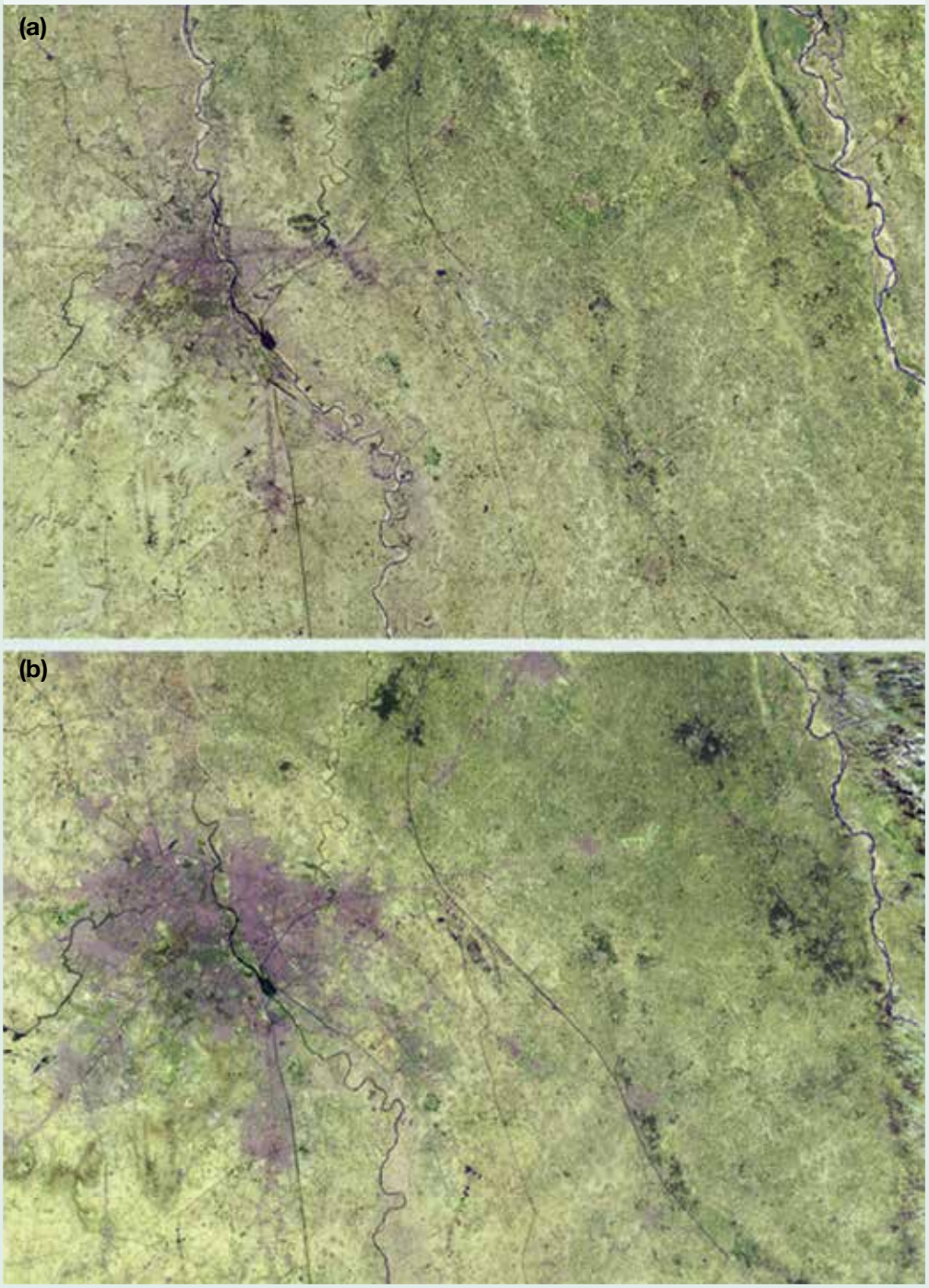
8.7.3 Let me do it

Complete the following activities to practise this skill.

8.7 ACTIVITIES

1. Refer to the satellite images of New Delhi in 1989 and 2018 shown in **FIGURES 2(a)** and **(b)**. Write a description of the change that has occurred over time to the boundaries of New Delhi. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson apply your skills to answer the following questions.
   a. Is New Delhi a growing or declining city? Explain your answer.
   b. How has the vegetation cover of the area changed?
   c. How has the road pattern changed?
   d. Why do you think New Delhi has not expanded into the south-east corner of the satellite image?
   e. How has the growth of New Delhi affected food security in the area?

FIGURE 2 New Delhi, India in (a) 1989 and (b) 2018



Checklist

I have:

- translated the false colours
- identified patterns
- made logical inferences
- used distance and direction to locate places.

LESSON
8.8 SkillBuilder: Constructing and describing a transect on a topographic map

LEARNING INTENTION

By the end of this lesson you should be able to construct and describe a transect on a topographic map.

8.8.1 Tell me

A transect is a cross-section with additional detail which summarises information about the environment. In addition to the shape of the land, a transect shows what is on the ground, including landforms, vegetation, soil types, settlements and infrastructure.

How are transects useful?

Transects can show:

- one or more features that occur along a line between two places
- interconnections between features
- change that occurs along the line.

You can use transects to identify changes in landforms, vegetation and land use. They can also help to show the way certain features, such as landforms, influence other features, such as vegetation. They help us to understand interconnections in the environment.

Transects are used by:

- land developers wanting to explore the key features of an environment
- agronomists seeking to record plant species between two points
- journalists wanting to show differences within a country.

A good transect:

- is drawn in pencil
- has ruled axes
- has labelled axes
- uses small dots
- is drawn with a smooth curve
- identifies key aspects such as slope, landform, vegetation and land use
- includes a title.

A good description of a transect:

- describes the key aspects of slope, landform, vegetation and land use
- identifies interconnections between key features
- notes any anomalies.

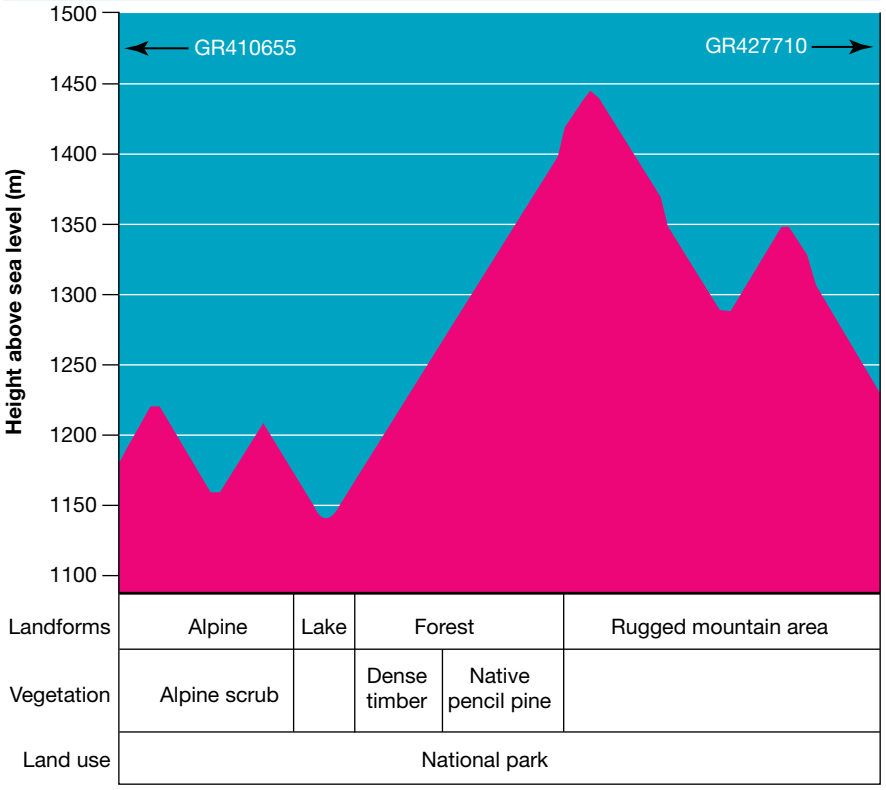
8.8.2 Show me

You will need:

- a topographic map of the region being considered
- a piece of paper with a straight edge for marking the contours
- another sheet of paper, or graph paper, to draw the transect on
- a light grey pencil
- a ruler.

Model

FIGURE 1 A transect of the Walls of Jerusalem National Park, Tasmania



Description of transect

The transect reveals that the main vegetation in the southern areas of the Walls of Jerusalem National Park (where the undulating land reaches 1200 metres) is light alpine scrub. This area contains a lake before the scrub changes to dense timber as the land increases in height. The dense timber gives way to native pencil pines as the land gains further height from 1250 metres to 1400 metres. Where the land rises to 1450 metres, the area is described as rugged mountains. All of this area is designated national parkland.

Procedure

To complete a transect, you must have a topographic map of the place you wish to examine. You then need to choose the area you would like to look at and the two points that will give you the best line through that area. Remember that you will be examining the land's shape and features. In **FIGURE 1**, the two selected points are grid references 410655 and 427710.

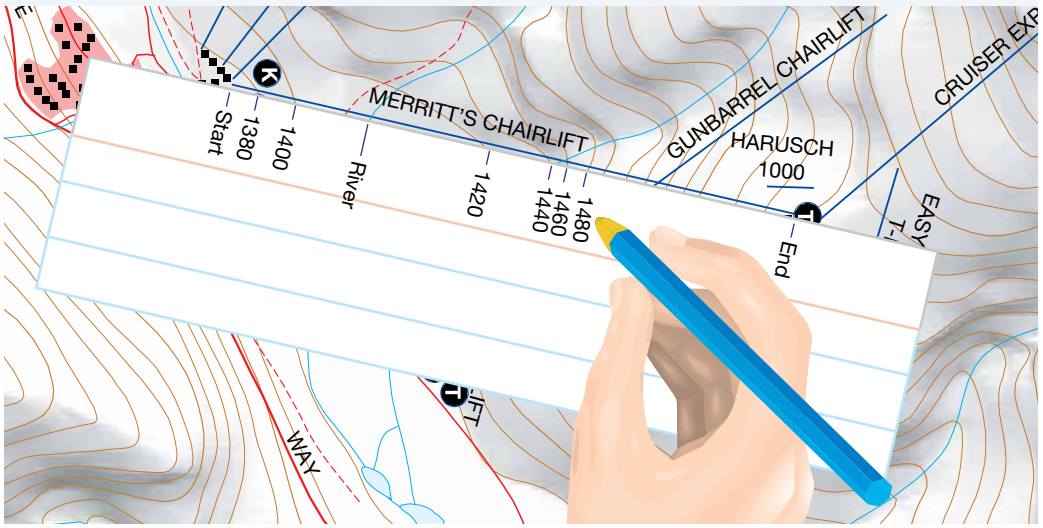
Step 1

Place the straight edge of a piece of paper between the two points. Mark the two extremities of your transect on the edge. Label these 'Start' and 'Finish' or give them placenames or grid references from the map.

Step 2

Create a mark where each contour line touches the edge of the paper. Beside each mark, write the height of the contour line (see **FIGURE 2**). (It's a good idea to check the contour interval on the topographic map. This will tell you how many metres the lines increase or decrease by.) It may be necessary to lift the page edge or follow the contour line to find a number. Hold your page firmly and lift the edges to prevent your page moving off the line of the transect. When you have completed all the contour markings, you can lift the page away from the map.

FIGURE 2 Marking the contour lines



Step 3

On the other sheet of paper, use your ruler to draw a vertical and a horizontal axis. The horizontal base line should be as long as your cross-section from start to finish. The vertical scale needs to give a realistic impression of the slopes and landforms. If you exaggerate the scale too much, you distort the shape of the land and a hilly area can appear mountainous. Although some vertical exaggeration is acceptable, try to choose a vertical scale carefully. For this exercise, use one centimetre to represent 100 metres.

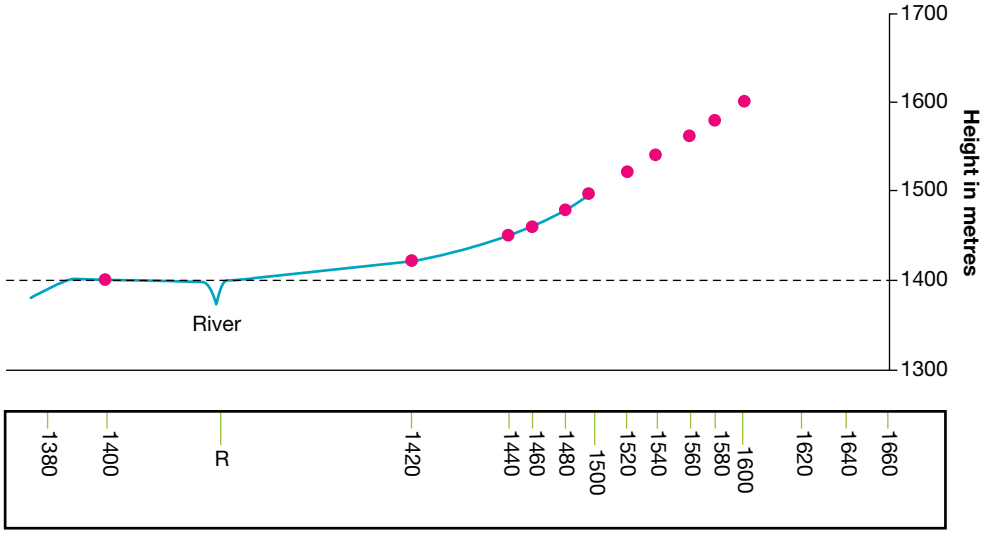
Step 4

Place the marked edge of the paper along the horizontal axis. At each contour marking, find the matching height on the vertical scale. Put a small dot directly across from that height and above the contour marked on the edge of the paper.

Step 5

Join the dots with a smooth line to show the slope of the land, as shown in **FIGURE 3**. Notice that a notch has been used to show a river on the cross-section, and that the river has been labelled. Think about the depth of the river, and keep the notch shallow. Other features can be marked in a similar way when preparing the cross-section.

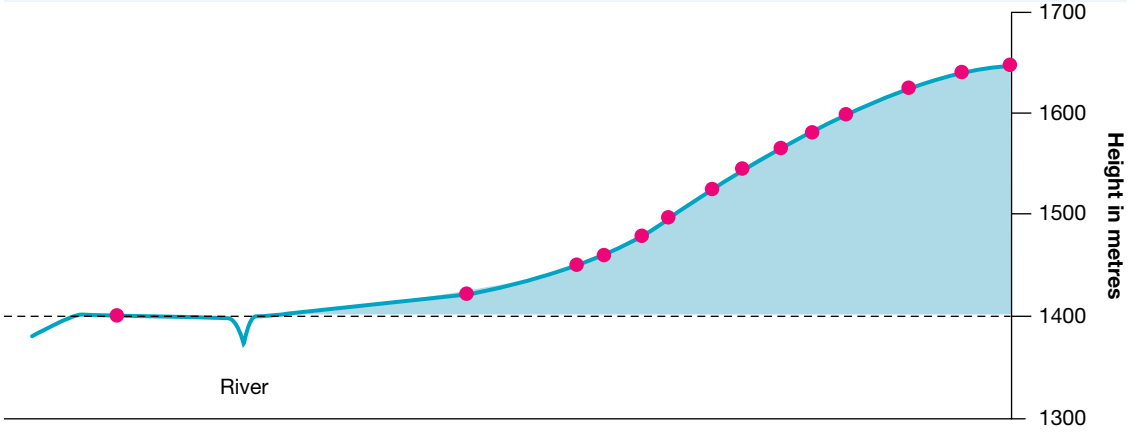
FIGURE 3 Drawing up the shape of the transect



Step 6

Complete the cross-section with the geographical conventions of a title and labelled axes. Shade the area below the line of your cross-section (see **FIGURE 4**).

FIGURE 4 The shape of the land is completed.



Step 7

Beneath your completed cross-section, draw a table, like that in **FIGURE 1**, to indicate when a feature changes on the transect. Label each category to the left of the vertical axis, as in **FIGURE 1**. Common categories used here include landforms, vegetation, land use, transport, settlement and sometimes soils, depending on what you would like to show on your transect.

Step 8

Complete your transect by referring back to the map to determine where a feature occurs, such as native pencil pine in **FIGURE 1**. Place your paper edge back onto the topographic map to be accurate. **FIGURE 1** shows three categories completed: landforms, vegetation and land use.

Step 9

Check that the geographical conventions are complete on your transect: include a title and label the axes as 'Height above sea level' and 'Distance'.

Step 10

Compare your transect with that of a classmate. Are the transects identical shapes? If not, it will be because you have chosen different scales to draw the vertical axis. Land formations can become distorted or misshapen by the choice of scale, and this is referred to as vertical exaggeration. To calculate the vertical exaggeration (VE) of your transect, find the scale bar on your map. In **FIGURE 1**, the original map had a scale of 1 centimetre to 250 metres, and the transect in **FIGURE 1** had a scale of 1 centimetre to approximately 75 metres. The vertical exaggeration of 3.3 is found by dividing the horizontal scale by the vertical scale:

$$\begin{aligned} \text{VE} &= \frac{250}{75} \\ &= 3.3 \end{aligned}$$

The VE is reflected in the shape of the transect, which has sharp, high peaks that are not truly representative of the real world. Ideally, vertical exaggeration should not distort the natural shape too much.

Step 11

Write a description of the transect. Be sure to:

- describe the key aspects of slope, landform, vegetation and land use
- identify interconnections between key features
- make note of any anomalies.

on Resources

Digital document	Topographic map of Dalywoi Bay, Northern Territory (doc-11565)
Video eLesson	Constructing and describing a transect on a topographic map (eles-1727)
Interactivity	Constructing and describing a transect on a topographic map (int-3345)

8.8.3 Let me do it

Complete the following activities to practise this skill.

8.8 ACTIVITIES

1. Using the topographic map for Dalywoi Bay provided (you can download a copy of the map from the Resources panel), construct a transect from grid reference 017310 to grid reference 080295. Use the categories of landforms, vegetation and land use. Also calculate the vertical exaggeration of your transect. Once complete, write a description of the transect. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson apply your skills to answer the following questions.
   a. List the biomes found on your transect.
   b. Using the scale, mark the horizontal distance on your transect where the land is affected by water.
   c. How is the vegetation interconnected with the shape of the land?
   d. How does the landform affect human activities?
   e. If you were to build a house on the land shown in your transect, where would you choose to build, and why?

Checklist

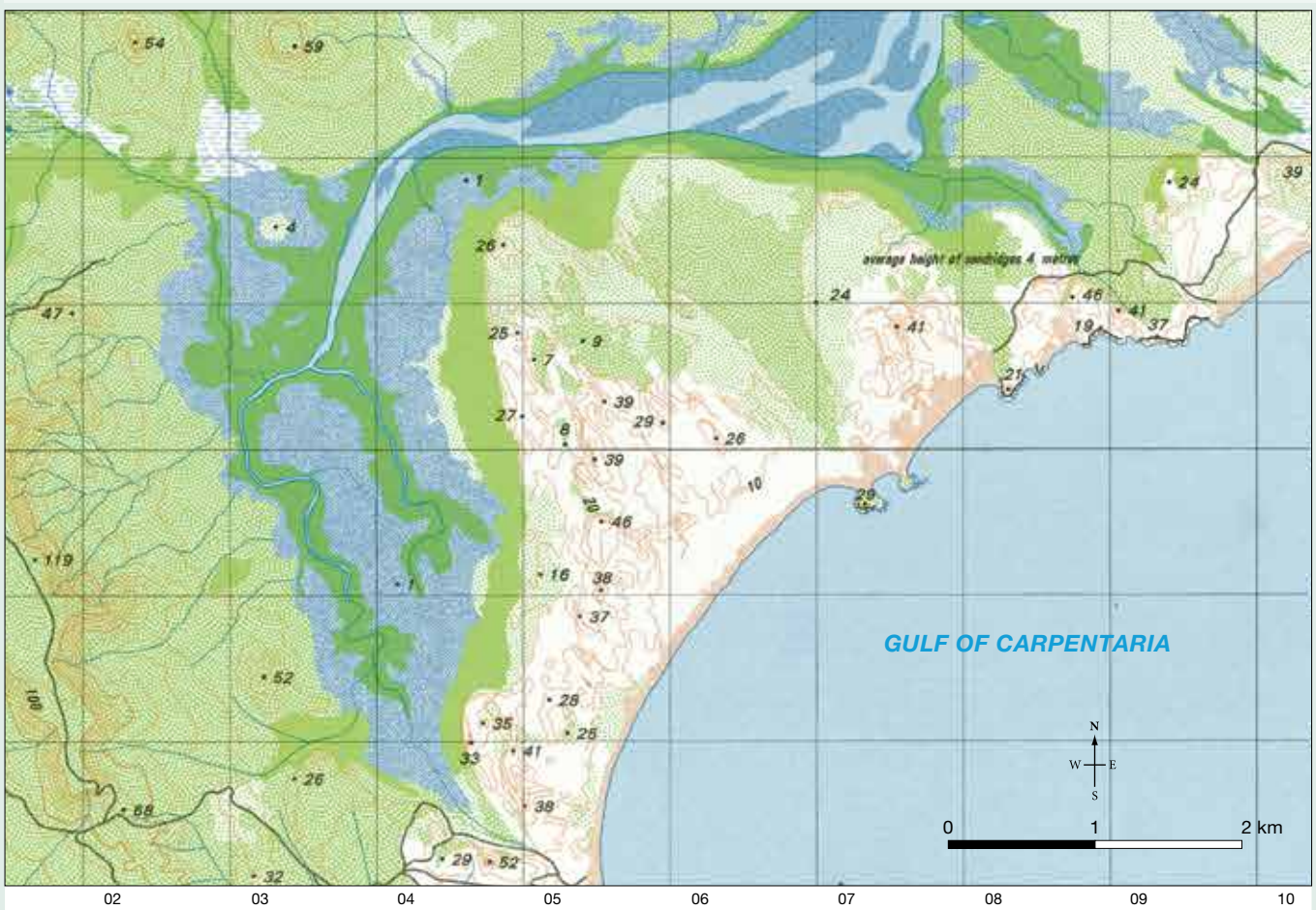
In drawing a transect, I have:

- drawn in pencil
- ruled the axes
- labelled the axes
- used small dots
- drawn with a smooth curve
- identified key aspects such as slope, landform, vegetation and land use
- included a title.

In describing a transect, I have:

- described the key aspects of slope, landforms, vegetation and land use
- identified interconnections between the key features
- noted any anomalies.

FIGURE 5 Dalywoi Bay, Northern Territory



Source: The Australian Army © Commonwealth of Australia 1999

Key

- Vehicle track; Road bridge; Stock grid
- Mine; Building; Ruin; Church; Windpump; Yard
- Fence; Horizontal control point; Spot elevation
- Contour with value and cliff; Pinnacle
- Depression contours; Sand; Distorted surface
- Levee; Sandbridge
- Razorback ridgeline; fault line
- Vegetation; Dense, medium, scattered; Cleared lane
- Rain forest; Pine
- Orchard or vineyard; Line if trees or windbreak
- Watercourse; Area subject to inundation
- Swamp; Swamp definite boundary
- Perennial lake; Watercourse
- Intermittent lake; Watercourse
- Mainly dry lake; Watercourse
- Tank or Small dam; Waterhole
- Saline coastal flat; Intertidal flat; Rock bare or awash
- Lighthouse; Intertidal ledge or reef
- Exposed wreck; Submerged wreck
- Submerged reef; Submerged rock
- Indefinite watercourse; Mangrove swamp

LESSON
8.9 SkillBuilder: Constructing multiple line and cumulative line graphs

LEARNING INTENTION

By the end of this lesson you should be able to explain the uses for multiple line graphs and cumulative line graphs, and construct these to represent data.

8.9.1 Tell me

Multiple line graphs consist of a number of separate lines drawn on a single graph. **Cumulative line graphs** are more complex to read, because each set of data is added to the previous line graph in a new layer or level. Both formats show change over time, and both show trends effectively.

FIGURE 1 There are many ways to transform and display a set of data, but understanding the best way to present it is an important part of helping people understand what the data set shows.

How are multiple line graphs and cumulative line graphs useful?

Multiple line graphs and cumulative line graphs are useful when comparing the change in one set of data with changes in other sets of data, and are easier to read than a table of statistics. Sometimes in multiple line graphs the lines may cross one another, so a coloured key is used. Cumulative line graphs are good for showing the breakdown of a total quantity.

They are also useful for:

- showing a pattern of change
- comparing changes in components of the total
- showing trends in data.

Good multiple line graphs and cumulative line graphs:

- have labelled axes
- include a clear title or caption that identifies places and dates for the data.

multiple line graphs graphs that include several separate lines on a single graph

cumulative line graphs graphs with new sets of data shown in levels on the one graph, to show how each separate component contributes to the total

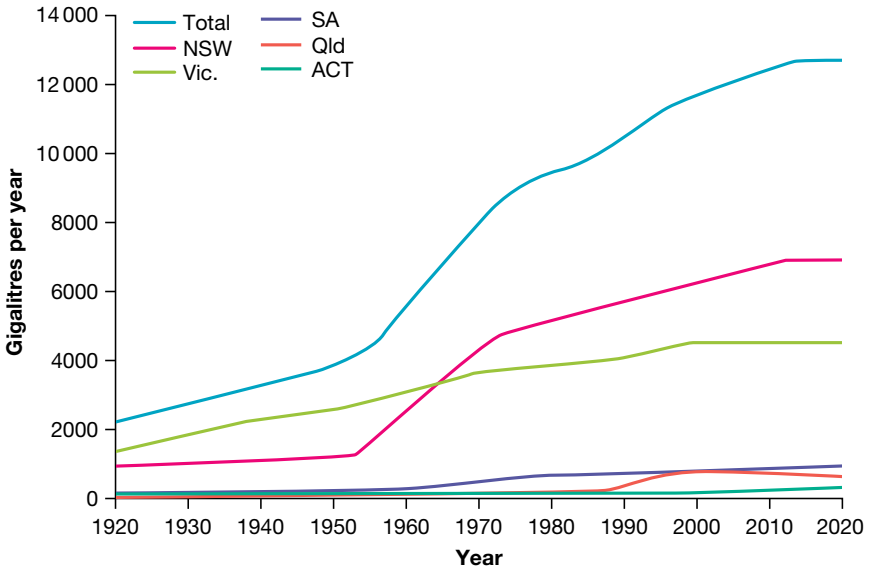
8.9.2 Show me

You will need:

- data for multiple places or uses shown over time
- access to a computer
- a blank Excel spreadsheet.

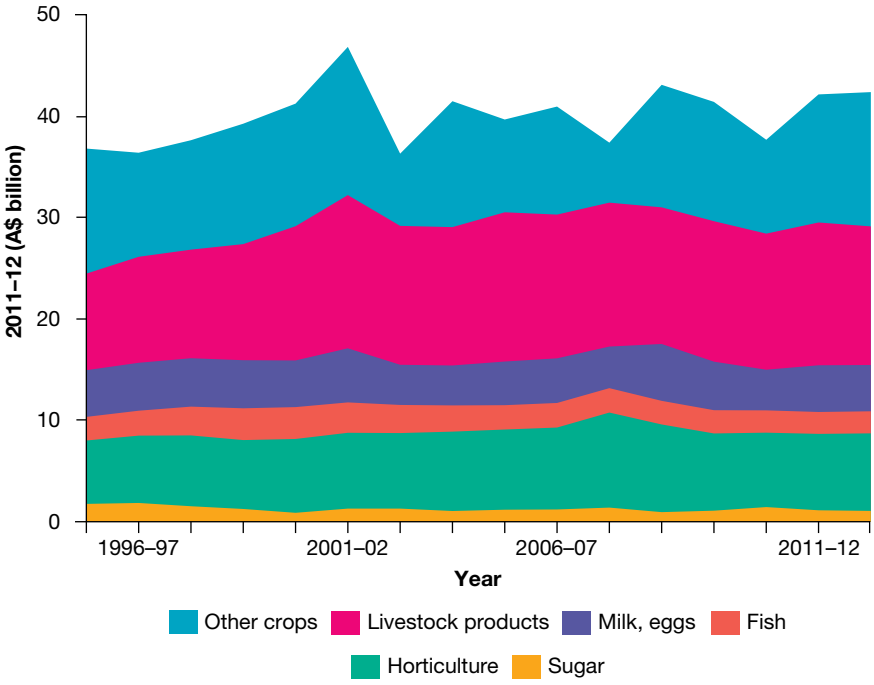
Model

FIGURE 2 Water use by five states in the Murray–Darling Basin, 1920–2020, as a multiple line graph



Source: Food and Agriculture Organization of the United Nations, 2012 FAOSTAT, http://faostat3.fao.org/home/index.html.

FIGURE 3 Value of Australian farms and fisheries food production, 1996–2012, as a cumulative line graph



Source: © DAFF 2013, *Australian Food Statistics 2011–12*. Department of Agriculture, Fisheries and Forestry, Canberra. CC BY 3.0.

Procedure

Step 1

To complete multiple line graphs and cumulative line graphs you must have an appropriate set of data to graph. Both types of graphs can be completed from the same data set.

TABLE 1 Agricultural food production, selected grains (1000 tonnes), Australia, 2006–12

Crops	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
Wheat	10 822	13 569	21 420	21 834	27 410	21 923
Barley	4257	7160	7997	7865	7995	8349
Oats	748	1502	1160	1162	1128	1274

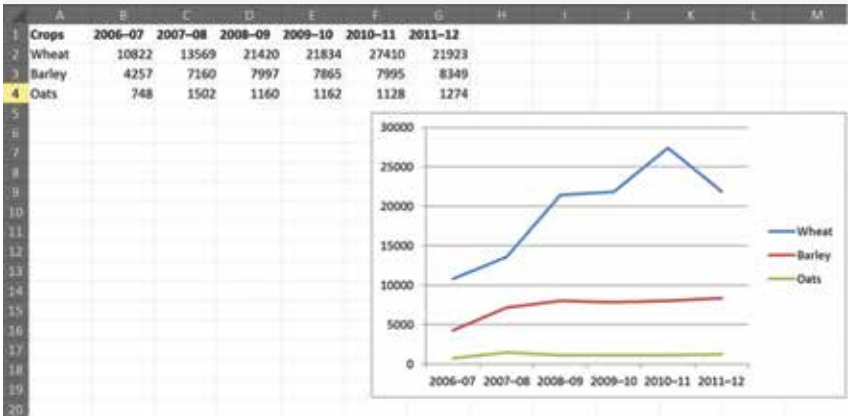
Source: © DAFF 2013, *Australian Food Statistics 2011–12*. Department of Agriculture, Fisheries and Forestry, Canberra. CC BY 3.0.

Place all the data into an Excel spreadsheet. At this stage, if you have spaces in your numbers, close them up or replace them with commas, as spaces can create problems in Excel.

Step 2

Click on the Insert tab and select a multiple line chart. You will then have to add the axis labels. Do this by clicking on your graph's outer border, selecting the Layout tab in the Chart Tools section, clicking on Axis Titles in the Labels section, and following the steps from there (see **FIGURE 4**).

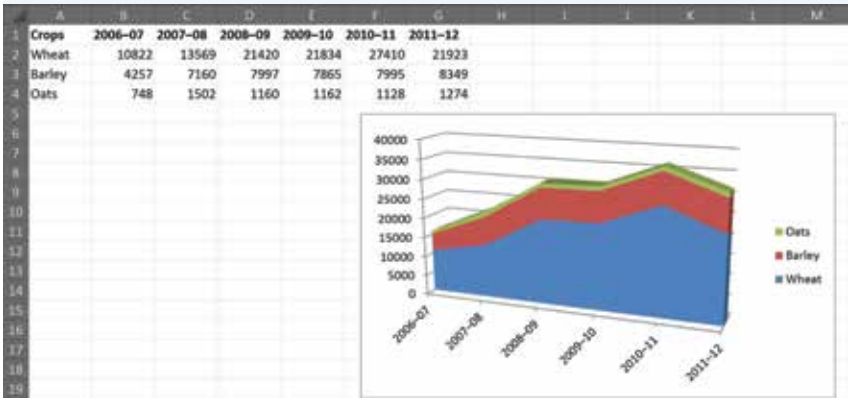
FIGURE 4 An Excel-generated multiple line graph



Step 3

A cumulative line graph can be generated by selecting the table data and selecting an Area chart from the Charts section under the Insert tab. Don't forget to add axis labels (see **FIGURE 5**).

FIGURE 5 An Excel-generated cumulative line graph



Step 4

Check that you have included labels on all axes, units of measurement, and a title or caption.

on Resources

- **Video eLesson** Constructing multiple line and cumulative line graphs (eles-1740)
- **Interactivity** Constructing multiple line and cumulative line graphs (int-3358)

8.9.3 Let me do it

Complete the following activities to practise this skill.

8.9 ACTIVITIES

1. Use the data in **TABLE 2** to construct a multiple line graph and a cumulative line graph for four Asian countries to which Australia exports food. Use the checklist to ensure you cover all aspects of the task.

TABLE 2 Australian total food exports by selected destination, A$million, 2006–12

Country	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
China	664	917	1178	1426	1540	2174
Indonesia	1566	1702	2652	2129	2288	2272
Japan	4752	4553	5517	4278	4207	4448
Republic of Korea	1850	1655	1873	1925	1994	2338

Source: © DAFF 2013, *Australian Food Statistics 2011–12*. Department of Agriculture, Fisheries and Forestry, Canberra. CC BY 3.0.

2. Apply your skills to answer the following questions.
   a. Which country received the greatest value of food exports from Australia?
   b. Which country showed the greatest change in its level of importation of food from Australia?
   c. From 2006 to 2012, which country was most consistent in its level of importation of food from Australia?
   d. Suggest why these Asian countries need to import food from Australia.
   e. Which graph showed you a clearer picture of the data: the multiple line graph or the cumulative line graph? Explain.

Checklist

I have:
- labelled the axes
- included a clear title or caption that identifies places and dates for the data.

LESSON
8.10 SkillBuilder: Constructing a land use map

LEARNING INTENTION

By the end of this lesson you should be able to create a land use map and explain when they are used.

8.10.1 Tell me

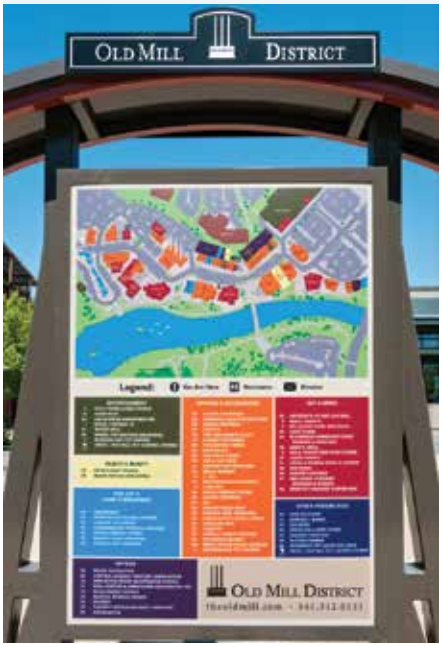
A land use map may be drawn from a topographic map, an aerial photograph or a plan, or during fieldwork.

A land use map shows simplified information about the uses made of an area of land. In a built environment, a land use map may show a shopping centre, a local shopping strip, or the types of houses in a street. In a rural environment, a land use map may show vegetation types or agricultural activities.

Why is a land use map useful?

A land use map is useful when focusing on an aspect of an environment or when comparing the interconnections between two or more data sets. It allows us to simplify data and express it in a map format, using blocks of colour to represent generalised information. A land use map breaks down information into key elements and allows us to more readily identify and describe patterns.

FIGURE 1 Land use maps are often found to help people navigate public areas, such as historic towns.



Land use maps are useful for:
- displaying historic features of tourist towns
- outlining transport routes
- determining crop plantings
- helping pedestrians to access shops.

A good land use map:
- is drawn in pencil
- is coloured
- incorporates a key/legend
- includes labelled features if necessary
- includes a clear title.

8.10.2 Show me

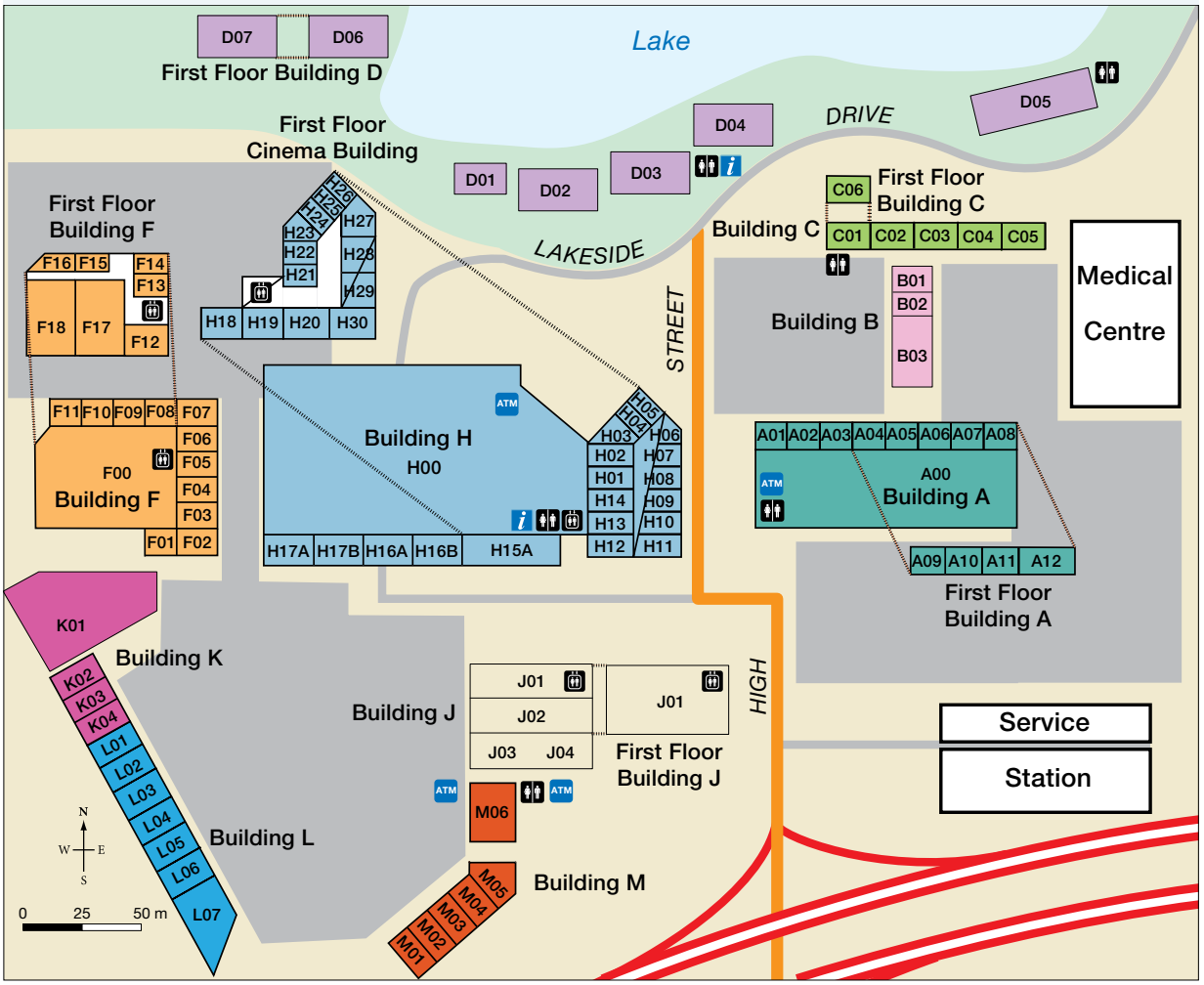
You will need:

- an aerial photograph or map (topographic or plan) of the area being considered or undertaken as fieldwork
- a base map that is to be coloured
- a predetermined key/legend
- coloured pencils.

Model

Blue Lake Shopping Centre has a range of facilities. Large areas of the centre are devoted to shopping, eating and 'playing', as the key shows. At the centre of the complex is a library and cinema area. In this complex, there are also professional offices such as law firms, dentists and property management firms (which all fall under the 'work' heading). Beside the lake is a restaurant area, and there are other eateries throughout the complex. Shoppers are well catered for, with a variety of transport available to bring them to the centre. Buses service the centre, a taxi rank is provided, and there is ample car parking. Visitors to the shopping centre would find most of their needs fulfilled.

FIGURE 2(a) Blue Lake Shopping Centre plan and key



Work
Professional services and banks

A01	Family Eye and Vision Centre
A03	Century 21 Victoria Point
A04	Ray White
A05	Shine Lawyers
A06	Westpac
A07	Westpac
A08	Westpac
A09	Frank Bauer & Associates
A10	Centre Management Office
A11	Centre Management Office
A12	Place Real Estate
C02	Dignified Funerals
C03	JP Ryan
C04	The Professionals
C05	The Professionals
D07	Weightwatchers
F09	Red Door Acupuncture and Massage
F13	Dylan & Perez Financial Planning
F14	Dylan & Perez Financial Planning
F15	Spick & Span Cleaners
F16	Spick & Span Cleaners
F18	Spick & Span Cleaners
H12	Aussie Home Loans
H15	H & R Block
H16A	Kumar Dentistry
H16B	Blue Lake Medical Clinic
H18	Aligned Chiropractors
H19	Smith & Aziz Chartered Accountants
H20	Kate Bowen MP
H22	Fresh Start Training Group
H27	Wong Podiatry
H28	Davis & Sharp Lawyers
H29	Davis & Sharp Lawyers
H30	Blue Lake Physiotherapy
M06	Centrelink

Shop
A great variety of retail stores

A00	Woolworths
F02	Blue Lake Florist
F03	Black Cat Newsagency
F04	Black Cat Newsagency
F05	Black Cat Newsagency
F06	Point Break Surfwear
H01	Crystal's Clothing
H09	The Wooden Spoon Kitchenware
H10	The Point Homewares
H14	Samadi Hair & Beauty Products
H17A	Mathers
J02	Dwyer's Pharmacy
J03	West's Auto Service Centre
J04	West's Auto Service Centre
K01	Spotlight
K02	Blue Lake Lawnmowers
K03	The Outdoor Shop
K04	The Outdoor Shop
L01	Blue Lake Pool Service
L02	Fraser's Fishing and Tackle
L03	Lifeline Victoria Point
L04	Hardy's Lighting
L06	Stegbar
L07	Blue Lake Marine Supplies
M05	Blue Lake Cleaning Supplies

Eat
Restaurants, cafés and food

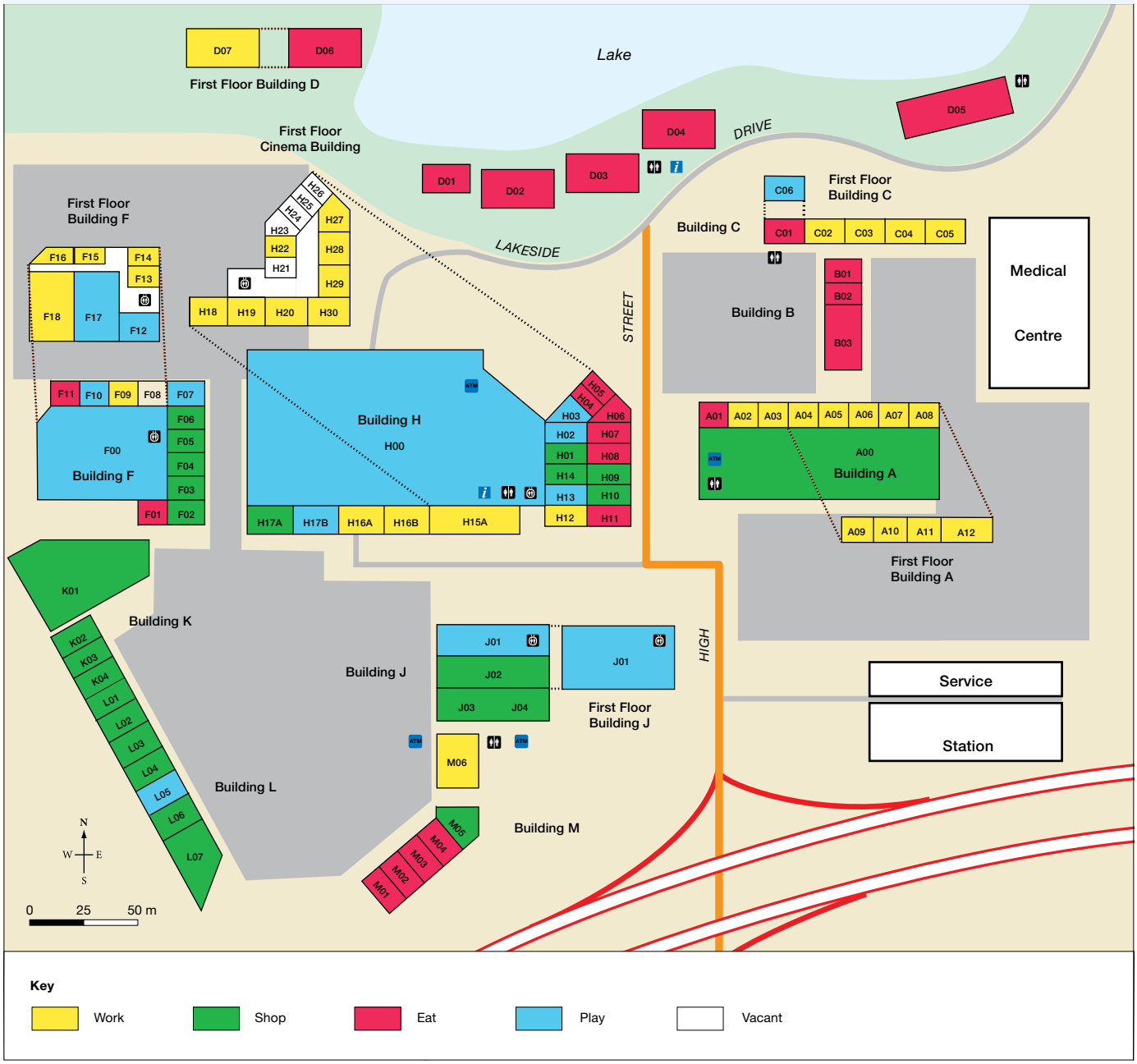
A01	Full Moon Café
B01	Brian's Meats
B02	Brian's Meats
B03	Big Orange Fruit Barn
C01	Bo Thai
D01	Udaipur Indian Restaurant
D02	Paganini's
D03	Piggy's Café
D04	Perfumed River Vietnamese
D05	Tabouli Lebanese Restaurant
D06	The Kasbah
F01	The Double Shot
F11	Decadent Desserts
H04	Time Out Restaurant and Bar
H05	Time Out Restaurant and Bar
H06	Okonomiyaki
H07	Bob's Burgers
H08	Blue Lake Icecreamery
H11	Baker's Delight
M01	Nan & Pop's Bakehouse
M02	The Battered Cod Fish Restaurant
M03	Shanghai Joe's Chinese Restaurant
M04	Nonya Malay Restaurant

Play
A great range of activities

C06	Bright Star Coaching & Tutoring
F00	Blue Lake Library
F07	La Bohème Nails & Beauty
F10	Painterly Art Classes
F12	Yamamoto Music Lessons
F17	Blue Lake Library
H00	Cineplex
H02	Crazy Amusement Centre
H03	Crazy Amusement Centre
H13	Diane Lane Hair Salon
H17B	Blue Lake Tattoos
J01	WorkOut Gym
L05	Madame Georgia's Dance Academy

Source: Spatial Vision.

FIGURE 2(b) Land use map of Blue Lake Shopping Centre



Source: Spatial Vision.

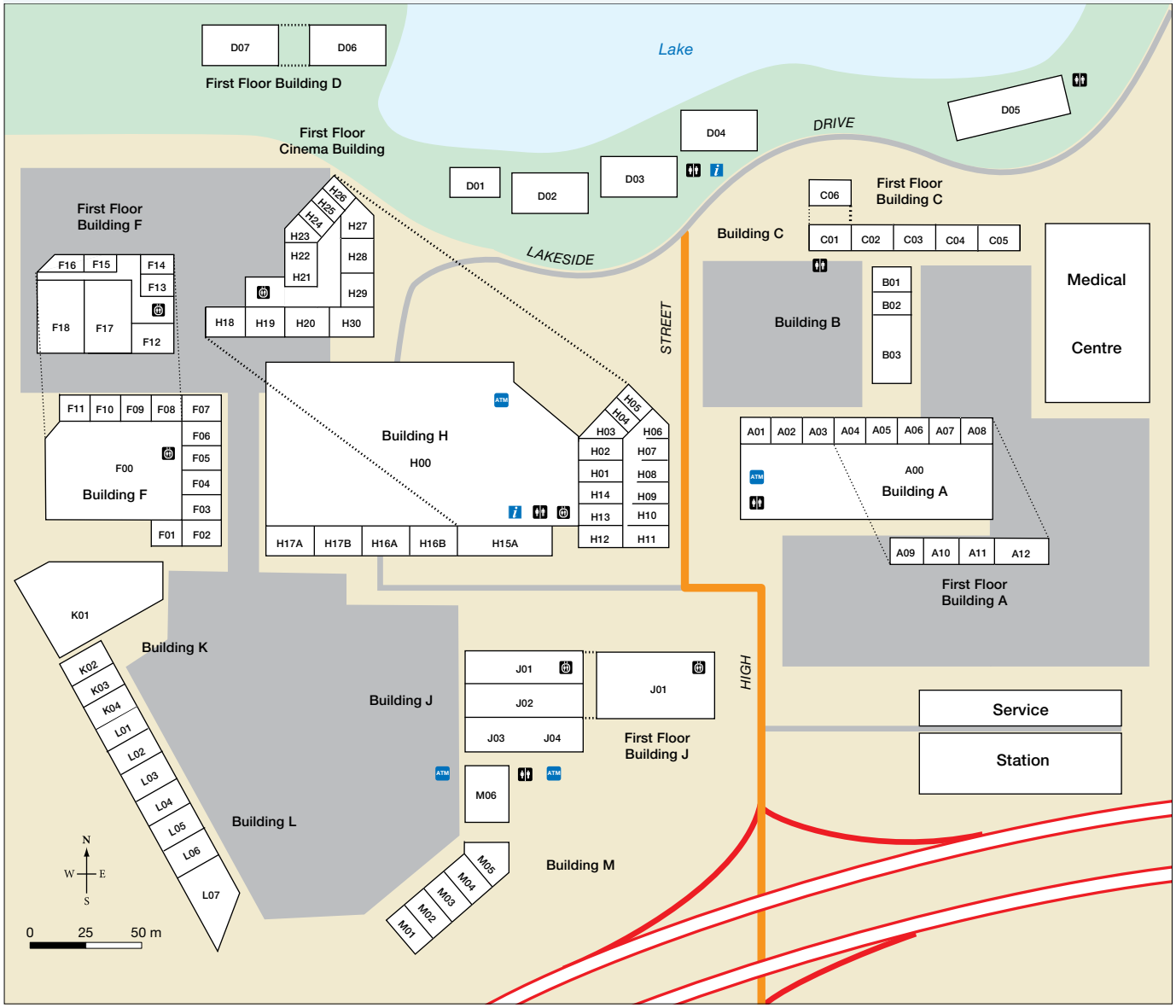
Procedure

To complete a land use map from an aerial photograph or map, or during fieldwork, you must determine the area to be mapped and acquire or create a base map of that area.

Step 1

Orientate the base map and the aerial photograph or, if on fieldwork, orientate yourself with the base map.

FIGURE 3 Base map of Blue Lake shopping complex

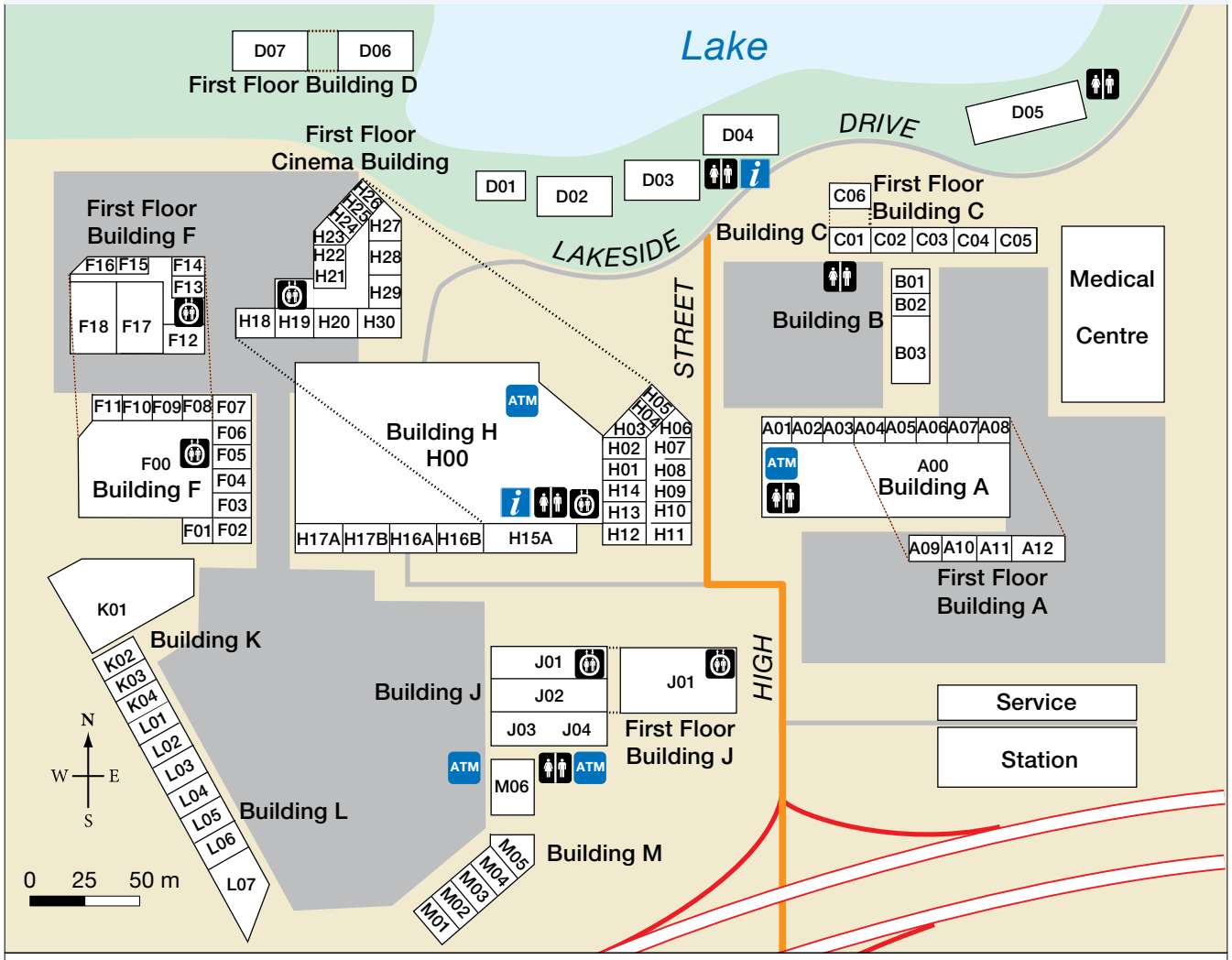


Source: Spatial Vision.

Step 2

What is the theme of your mapping? Is it land use or types of shops, for example? What categories are you expecting to find? Create a key/legend that you will use for the colouring of your map. **FIGURE 2(a)** shows a range of shop types, services and activity areas colour coded in the legend. These have then been simplified into broader activity categories in **FIGURE 2(b)**.

FIGURE 4 Base map with legend



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D07	Weightwatchers
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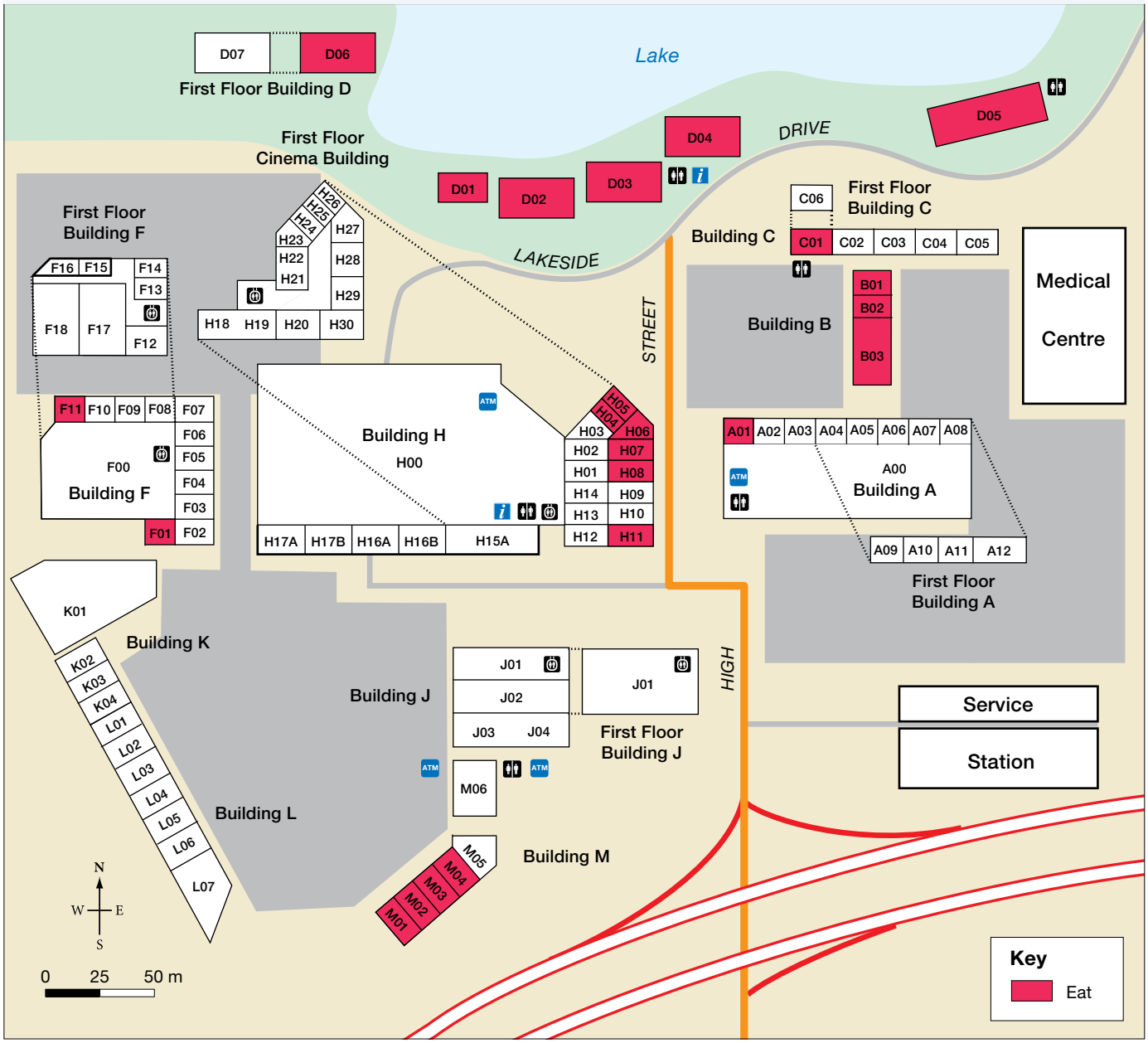
H03	Crazy Amusement Centre
H13	Diane Lane Hair Salon
H17B	Blue Lake Tattoos
J01	WorkOut Gym
L05	Madame Georgia's Dance Academy

Source: Spatial Vision.

Step 3

Identify a starting point to colour your base map according to your pre-determined key. Take care to be accurate and neat. Identify reference points to check off on the base map.

FIGURE 5 Colouring of the base map has commenced.



Source: Spatial Vision.

Step 4

When the map is complete, ensure that the key is attached. Check that the BOLTSS are complete.

The map would look like **FIGURE 2(b).**

on Resources

Video eLesson Constructing a land use map (eles-1755)

Interactivity Constructing a land use map (int-3373)

8.10.3 Let me do it

Complete the following activities to practise this skill.

8.10 ACTIVITIES

1. Complete a land use map of your local area by walking along a street and mapping the land uses. First, create a base map by identifying the main features of the environment such as major roads, waterways, vacant land and parks. Colour the various land uses on your base map and add those colours to the key. Complete the task according to the steps in the Show me section. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. With which land use is most of the map taken up?
   b. Which of the land uses on your map have been built by people?
   c. What proportion of your land use map is natural environment?
   d. Suggest why there are trees in the built environment.
   e. Suggest how the environment might change over time.

Checklist

I have:

- drawn in pencil
- added colour
- incorporated a key/legend
- included labelled features as necessary
- included a clear title.

FIGURE 6 An aerial photo can help significantly in constructing a land use map.

LESSON
8.11 SkillBuilder: Creating a survey

LEARNING INTENTION

By the end of this lesson you should be able to explain why surveys are used in Geography, and create a survey to collect useful data.

8.11.1 Tell me

Surveys collect primary data. A survey involves asking questions, recording and collecting responses, and collating and interpreting the number of responses. Because your survey is taken from a relatively small number of people in a population, it is called a sample.

Why are surveys useful?

Surveys are useful because they provide statistics for a specific topic that might not be available by any other means. A wide range of data can be gathered in an efficient and simple way.

They are also useful for:

- counting features in a given area — tourist destinations, houses with air conditioners or traffic flows, for example
- summarising people's activities
- providing a snapshot of people's opinions, values and attitudes
- testing people's perspectives and viewpoints — how they rate a feature, for example.

A good survey:

- has no more than 10 questions
- ensures that each question focuses on one thing
- makes almost all questions closed questions, providing choices for participants to select from
- uses simple and direct language
- includes questions respondents will be able to answer without needing too much time to think
- ensures questions can be answered briefly
- puts questions in a logical order
- has questions that avoid bias
- does not include questions that are of a personal nature
- has data/results that can be summarised.

8.11.2 Show me

You will need:

- a computer to set out the questions — this makes organising the questions easier
- suitable computer software.

Procedure

To develop a survey, you must take the time to create a set of questions relevant to the topic being investigated.

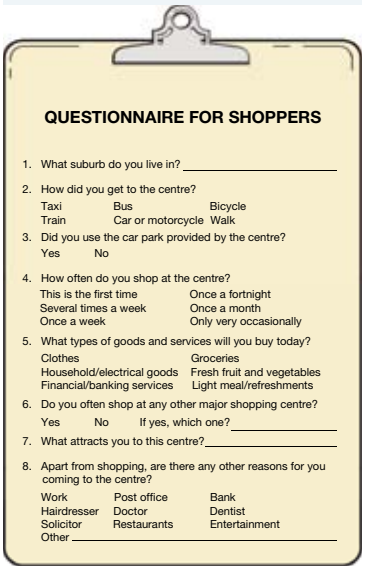
Step 1

Determine the topic that you want to gather data about, and consider why you want this data. In **FIGURE 1**, the questionnaire is about shopping habits.

Step 2

Begin by listing a series of questions. Use a computer so that you can easily modify the wording. Remember these should be closed questions, so they should include a series of answers to choose from. Each question should have four to six responses for people to select from. Examples of these in **FIGURE 1** are questions 2 to 5.

FIGURE 1 A survey of shoppers



QUESTIONNAIRE FOR SHOPPERS

1. What suburb do you live in? _____
2. How did you get to the centre?
   Taxi Bus Bicycle
   Train Car or motorcycle Walk
3. Did you use the car park provided by the centre?
   Yes No
4. How often do you shop at the centre?
   This is the first time Once a fortnight
   Several times a week Once a month
   Once a week Only very occasionally
5. What types of goods and services will you buy today?
   Clothes Groceries
   Household/electrical goods Fresh fruit and vegetables
   Financial/banking services Light meal/refreshments
6. Do you often shop at any other major shopping centre?
   Yes No If yes, which one? _____
7. What attracts you to this centre? _____
8. Apart from shopping, are there any other reasons for you coming to the centre?
   Work Post office Bank
   Hairdresser Doctor Dentist
   Solicitor Restaurants Entertainment
   Other _____

Step 3

Try your questions with a classmate, to see whether the questions are clear and whether they elicit quick, concise responses. If necessary, reword your questions.

Step 4

Discuss the order of questions with a classmate, and review and reorganise the order of the questions if this seems necessary.

Step 5

Provide one or two open-ended questions to allow the respondent to have their say. These are questions which the respondent can answer in their own words and give more detail. Question 7 in **FIGURE 1** (*What attracts you to this centre?*) is considered open-ended, because a wide range of answers is possible. Word these carefully, because you need to be able to gather the data from all the respondents.

Step 6

Make sure that you have not asked the respondents anything that is too personal, as you don't want to offend or embarrass people. Reword or delete any questions that you are not sure about.

Step 7

Check your survey for bias. Bias is when you have unfairly influenced the respondent to your survey. You do not want to lead your respondent in a particular direction and thus skew your research. This is particularly important if the survey is about opinions, values, attitudes and perspectives on issues. For example, question 2 in **FIGURE 1** would be considered biased if it asked 'If you didn't come by bus, what transport did you use?'

Step 8

Review your work before asking people to complete your survey.

Step 9

When you go out into the field to ask people to respond to your survey, there are a number of guidelines to follow.

- Introduce the survey (what it is, who you are, what you are trying to find out).
- Assure people that you are a student, that their responses will be used only for research purposes and that no-one will be identified.
- Accept that not everyone will want to talk to you.
- Be sure that you are safe at all times; take no risks and always work with a partner.
- Thank the respondents for their time at the end.

Resources

Video eLesson Creating a survey (eles-1764)

Interactivity Creating a survey (int-3382)

8.11.3 Let me do it

Complete the following activities to practise this skill.

8.11 ACTIVITIES

1. **a.** Design a questionnaire to discover places that students from your year level, or people in the wider community, have visited as tourists in the past five years. To help you work out what questions to ask in your survey, look at Activities question 2 for details of what you will need to report. Use the checklist for creating a survey to ensure you cover all aspects of the task.
   b. Ask people in your class, year level or local area to complete your survey. When you come back to school, tally your results and see if you can draw some conclusions. Write a paragraph on what your survey has shown you.
2. Apply your skills to answer the following questions.
   a. From your survey responses, what percentage of people have travelled somewhere as tourists within the past five years?
   b. What trends emerged from your survey regarding travel within Australia in comparison to overseas travel?
   c. Is there a relationship between how far people travel and how frequently they go? Is there a relationship between how far people travel and how long they stay?
   d. What were the main recreational activities people were involved in when they travelled to other ***places*** as tourists?
   e. Describe the key features of your respondents' travel patterns. For example, were there particular continents or countries, or even regions within countries, that were more popular than others?

Checklist

I have:

- asked no more than ten questions
- ensured that each question focuses on one thing
- made almost all questions closed questions, providing choices for participants to select from
- used simple and direct language
- included questions respondents will be able to answer without needing too much time to think
- ensured questions can be answered briefly
- put questions in a logical order
- ensured that questions avoid bias
- not included questions that are of a personal nature
- ensured that data/results can be summarised.

LESSON
8.12 SkillBuilder: Constructing ternary graphs

LEARNING INTENTION

By the end of this lesson, you should be able to construct a ternary graph.

8.12.1 Tell me

Ternary graphs are triangular graphs that show the relationship or interconnection between three features.

Why are ternary graphs useful?

Ternary graphs are particularly useful when a feature has three components, and the three components add up to 100 per cent. Ternary graphs are most often used to represent elements such as soil types, employment structures and age structures. They allow us to clearly see the interconnection between features. For example, with soil types, three different properties can be identified — clay, sand and silt. They can be graphed according to the proportion of each within a soil type, such as clay loam, sandy clay loam or silty clay loam.

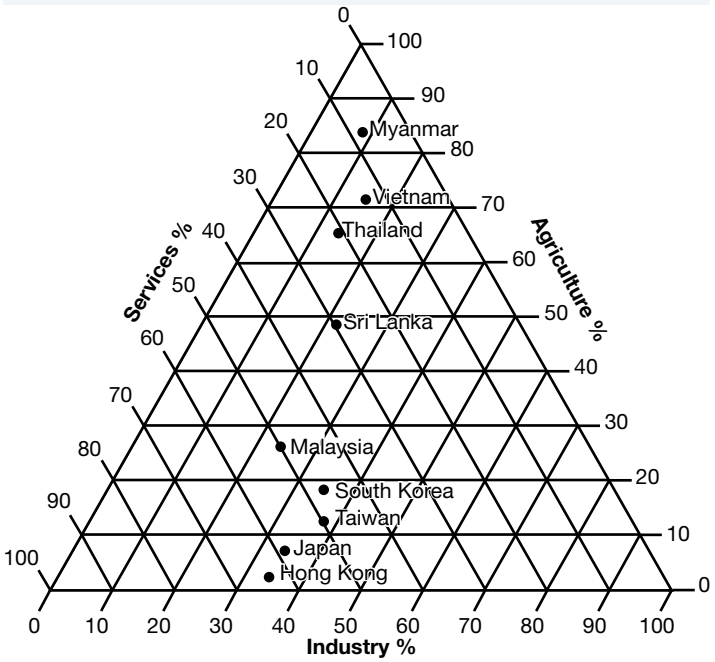
Ternary graphs are useful for:

- economists comparing economic features
- demographers considering population structures
- agriculturalists considering soil types.

A good ternary graph:

- is constructed as an equilateral triangle
- has each side of the triangle divided into 10 lines
- has lines drawn across the triangle that always total 100 per cent
- contains accurately plotted data
- has labelled axes
- includes a clear title.

FIGURE 1 Economic activity in selected countries



8.12.2 Show me

You will need:

- data on three features expressed as percentages and totalling 100 per cent
- a pencil
- a ruler
- an eraser.

Procedure

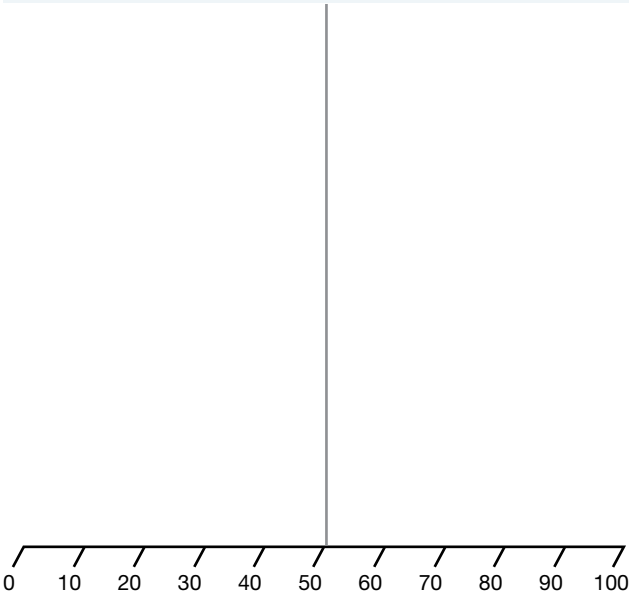
Step 1

Create an equilateral triangle — all three sides are equal length and all three internal angles are 60°. Each side of the triangle becomes an axis on the graph. Begin by drawing a 10-centimetre horizontal line, and draw ten marks that are 1 cm apart. Label these 0 to 10, with 0 on the left-hand side of your line and 100 at the right-hand side. Angle these marks to the left at 60° (see **FIGURE 2**).

Step 2

At the 50 per cent mark, draw a faint vertical line of about 9 cm length, which will help you to draw the other two axes (see **FIGURE 2**). Later, you can rub this line out.

FIGURE 2 Forming the equilateral triangle



Step 3

From the 0 per cent mark, draw a diagonal line that is 10 cm long and intersects with the vertical line shown in **FIGURE 2**. (It will intersect a few millimetres below the top of the vertical line.) Draw 10 marks that are 1 cm apart along this diagonal axis. However, this time, mark 100 per cent at the bottom of the line and 0 at the top (see **FIGURE 3**).

Step 4

Repeat step 3, but on the other side of the vertical line to complete the triangle, this time reversing the markings, so 0 is at the bottom of the line and 100 is at the top. Your base graph should show a flow of 0 to 100 per cent around the graph, as in **FIGURE 4**.

FIGURE 3 Creating a second axis

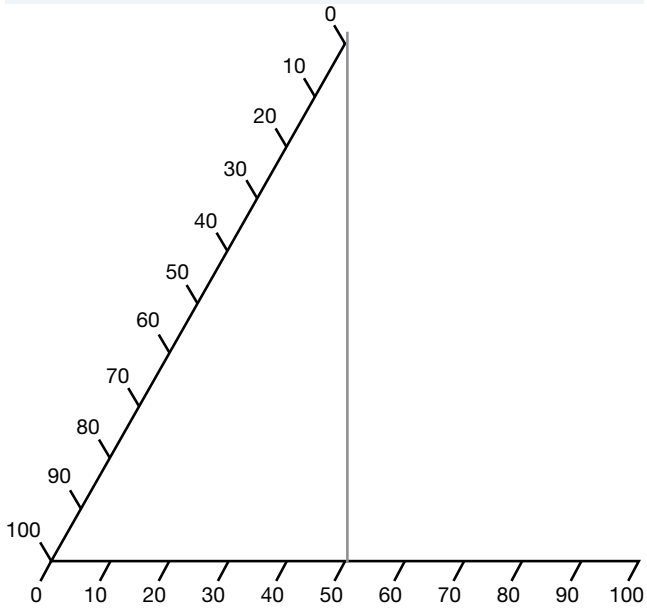
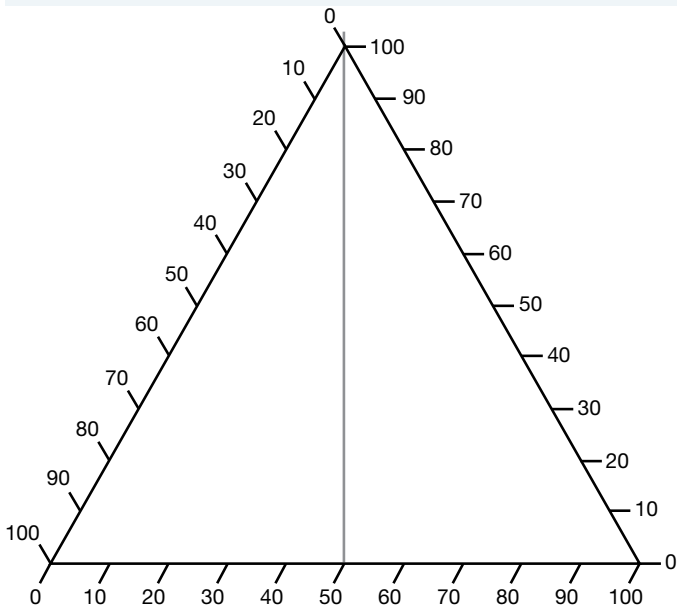


FIGURE 4 A ternary graph outline



Step 5

Erase the vertical line that you drew to centre your graph.

Step 6

Use a ruler to carefully join the points across the triangle that add to 100 per cent. This will provide a grid on which you can plot data (see **FIGURE 5**).

Step 7

Label the axes with the three features that you are going to plot. (In the **FIGURE 1** model, this is Services, Industry and Agriculture.) Put the percentage symbol (%) after each label (see **FIGURE 5**).

Step 8

Sample data for **FIGURE 1** would appear in a table such as **TABLE 1**.

FIGURE 5 A ternary graph with its grid completed and axes labelled

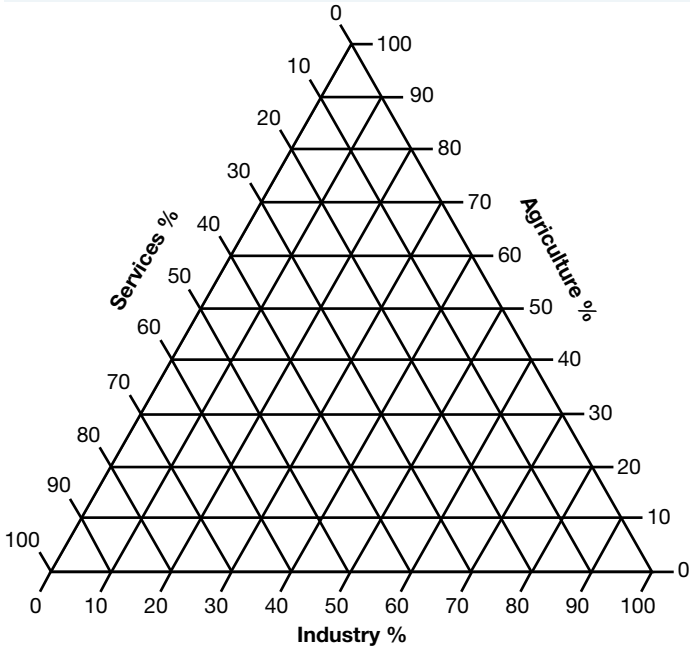
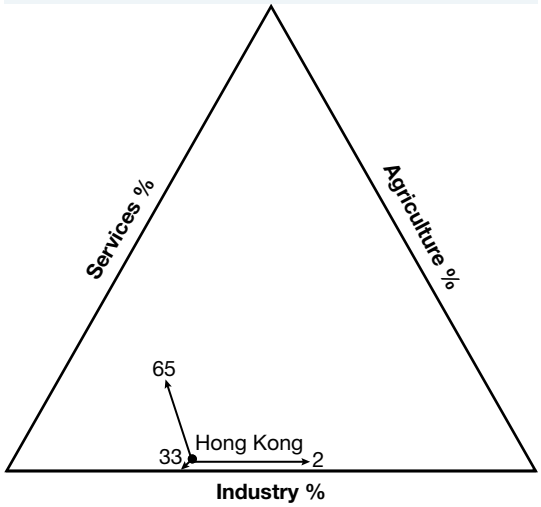


TABLE 1 Sample data on economic activity for selected countries in **FIGURE 1**

Country	Agriculture %	Industry %	Services %
Hong Kong	2	33	65
Myanmar	84	8	8
Sri Lanka	49	21	30

To plot data, you need to find the point where the percentages for the three features intersect. Plotting and reading ternary graphs requires concentration. You need to follow the diagonal lines sloping down from left to right (\) from the left-hand axis, the diagonal lines sloping up from left to right (/) from the bottom axis, and the horizontal lines from the right-hand axis. Look at the patterns outlined in **FIGURE 6** to make sure you read the grid correctly. (Correctly angling the markers that fall outside the triangle will help you in plotting and reading the graph.)

FIGURE 6 Reading the grid



When plotting country data, find the spot represented by the three sets of data and draw a small dot. Label it with the country name. Check that you can find the three countries in **TABLE 1** on your ternary graph.

Step 9

Complete the graph with an appropriate title. In this case, the graph shows economic activity in selected countries.

on Resources

- **Video eLesson** Constructing ternary graphs (eles-1728)
- **Interactivity** Constructing ternary graphs (int-3346)

8.12.3 Let me do it

Complete the following activities to practise this skill.

8.12 ACTIVITIES

1. Use the data presented in **TABLE 2** to construct a ternary graph on labour force by occupation, 2011–12, in selected countries. Use the checklist to ensure you cover all aspects of the task.

TABLE 2 Labour force by occupation, 2011–12, selected countries

Country	Agriculture %	Manufacturing %	Services %
Australia	4	21	75
Colombia	18	14	68
Finland	4	24	74
Germany	2	24	74
India	53	19	28
Indonesia	38	13	49
Italy	4	28	68
Sri Lanka	32	26	42
South Korea	6	24	70
Thailand	41	13	46
Venezuela	7	22	71
Vietnam	48	22	30

2. Apply your skills to answer the following questions.
   a. Which country has the greatest percentage of its population employed in agriculture?
   b. Which country has the greatest percentage of its people employed in services?
   c. Which countries have the lowest percentage of people employed in manufacturing?
   d. Which country has the most even distribution across the three areas of employment?
   e. On your graph, plot where you think the following countries would be placed: the United States, Gambia and Argentina. Explain your answer.

Checklist

I have:

- constructed an equilateral triangle
- divided each side of the triangle into 10
- drawn lines across the triangle that always total 100 per cent
- accurately plotted the data
- labelled the axes
- provided a clear title.

LESSON
8.13 SkillBuilder: Constructing and describing proportional circles on maps

LEARNING INTENTION

By the end of this lesson you should be able to construct and describe proportional circles on maps.

8.13.1 Tell me

Proportional circle maps are maps that incorporate circles, drawn to scale, to represent data for particular places.

How are proportional circles useful?

Proportional circles are useful as they provide an immediate visual pattern, especially when the figures being handled are large. Different-sized circles on a map reflect different values or amounts of something. Proportional circles provide an easy way to interpret patterns, give an instant impression and allow us to compare data for different places. For example, you might use these to show population size, agricultural production of a specific crop, or endangered species.

Proportional circles are useful for:
- gaining a quick impression of varying amounts over space
- showing relationships on a map.

Some practical applications include:
- economists showing the level of production across a region
- tourism authorities showing the numbers of tourists in particular areas
- emergency management organisations showing the quantities of water moving through a catchment.

A good proportional circle map:
- is drawn in pencil, using a mathematical compass
- has circles that are accurately drawn according to the scale provided in the legend
- includes a key/legend to show the proportions of the circles
- has a title.

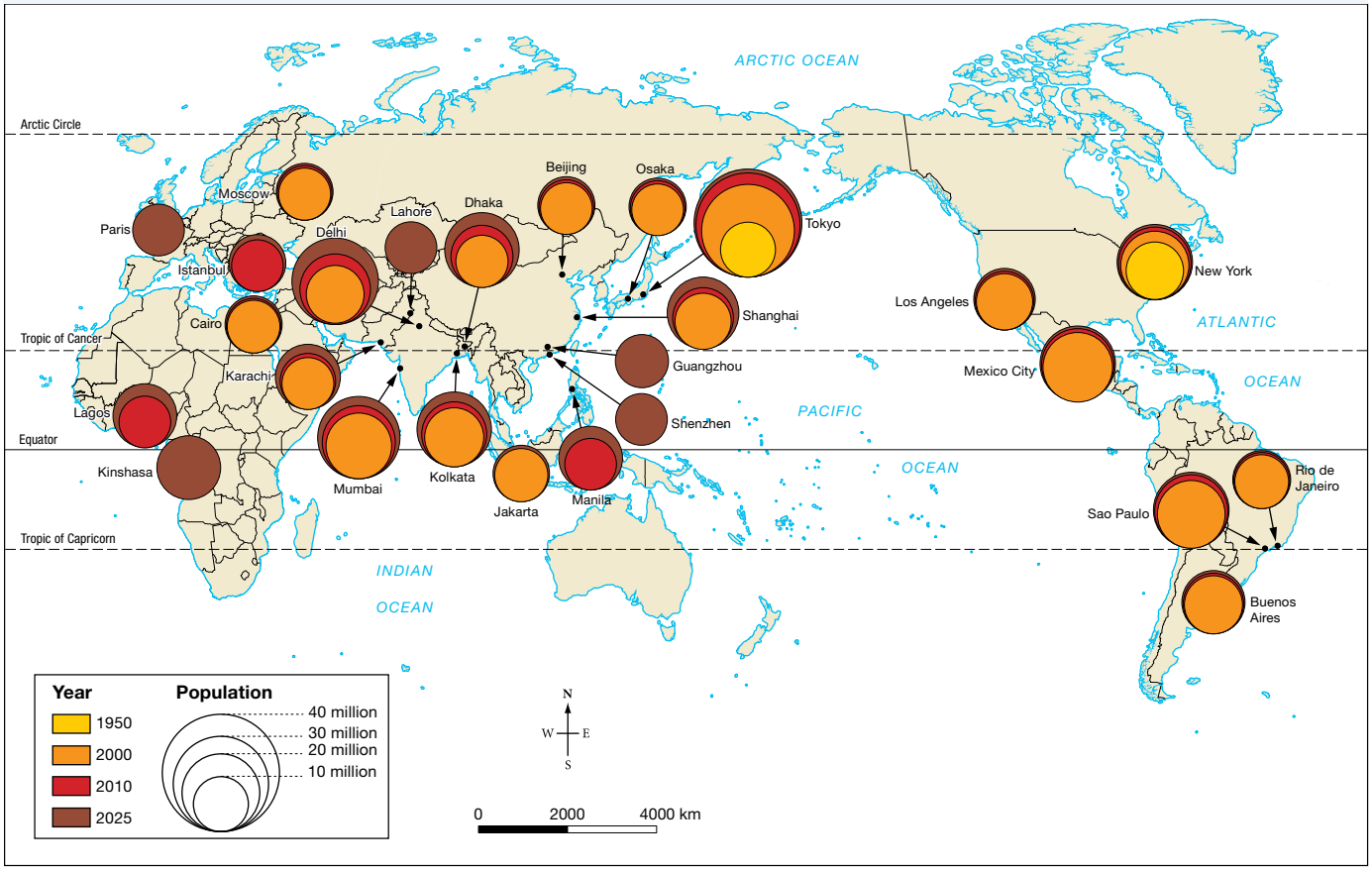
A good description of a proportional circle map:
- effectively communicates differences in values over space
- identifies places
- uses directions.

8.13.2 Show me

You will need:

- a base map
- a set of data
- a calculator
- a light-grey pencil
- a mathematical compass for drawing circles
- an atlas
- coloured pencils.

FIGURE 1 Growth of megacities over time, 1950–2025 (projected)

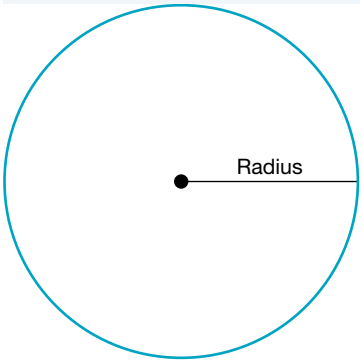


Source: Spatial Vision.

Model

The growth of megacities has been most noticeable across Asia, with 11 of the 18 megacities identified in 2000 located in that region. The only megacities in 1950 were Tokyo and New York, and by 2025 Tokyo is predicted to be the largest megacity. By 2025 Asia will have 14 megacities, with Lahore, Guangzhou and Shenzhen reaching megacity status between 2010 and 2025. In 2010, North America and South America each had three megacities, Africa had two and western Europe had one. By 2025, Africa will have three megacities. Neither Australia nor the Oceania region had cities of this size in 2000 and are not predicted to have any by 2025.

FIGURE 2 The radius of a circle



Procedure: Constructing a proportional circle map

Step 1

Study the data and decide how many categories or circle sizes you need in order to include the highest and the lowest values to be represented by the circles. You should have no more than five categories. The key in the **FIGURE 1** model has only four categories: 10, 20, 30 and 40 million. Notice, however, that there are more sizes shown on the map itself. We have to estimate what number, or value, those other sizes represent. For example, Tokyo's population in 2010 is around 35 million. Step 2 outlines how circle sizes are calculated.

Step 2

Circle sizes should be appropriate for the base map you are using. They should not be too large or too small.

Take your data table and rank the values from highest to lowest. Work out the square root (√) of each value. TABLE 1 shows the projected population data for megacities in 2025. The largest figure is 6.09, for Tokyo, and the smallest is 3.24, for Lahore. These numbers give us the measurement of the radius of the proportional circles for our map. (*Note:* When working with population figures, you would leave off the 'millions' and work simply with the base number, e.g. '36' for 36 million, which would have a square root of 6, and therefore a circle radius measurement of 6 mm.)

TABLE 1 Projected megacity population, 2025 (millions), and radius calculations (mm)

Megacity	2025	√(radius, mm)	Megacity	2025	√(radius, mm)
Tokyo	37.1	6.09	Kolkata	17.3	4.16
Delhi	32.7	5.72	Kinshasa	16.9	4.11
Shanghai	29.4	5.42	Guangzhou	16.7	4.09
Beijing	26.5	5.15	Buenos Aires	16.5	4.06
Mumbai	25.2	5.02	Istanbul	16.0	4.00
Dhaka	24.3	4.93	Manila	15.2	3.90
Mexico City	22.9	4.79	Rio de Janeiro	13.8	3.71
Sao Paulo	22.9	4.79	Los Angeles	12.8	3.58
Cairo	22.4	4.73	Jakarta	12.6	3.55
Karachi	22.0	4.69	Moscow	12.4	3.52
Osaka	20.4	4.52	Shenzhen	12.1	3.48
Lagos	20.0	4.47	Paris	11.6	3.41
New York	19.3	4.39	Lahore	10.5	3.24

Step 3

Construct a scaled group of circles as seen in the legend for **FIGURE 1**. To do this, allow one millimetre to represent one unit. Ensure your largest circle has a radius big enough to encompass the largest figure in your set of square root data. For example, the data for Tokyo's population has a square root of 6.09, so you would draw your largest circle with a radius of seven millimetres to ensure that the largest megacity, Tokyo, could be plotted with a radius of 6.09 mm.

Use a mathematical compass and ruler, and set the compass to seven millimetres. On your map base, draw a circle with a seven-millimetre radius. Your smallest circle would need a radius of three millimetres to include Lahore. All other data in the table will fit somewhere between these two sizes.

Step 4

Map all the megacities on the base map according to these scaled proportional circles. Take care with the use of the mathematical compass to ensure that your circles are accurate and neat. Using an atlas as a reference, place circles as close as possible to the location they represent. You may use an arrow if there are too many circles near each other. (in groups)

Step 5

Complete the map with the geographical conventions of BOLTSS.

Procedure: Describing a proportional circle map

Step 6

To interpret your mapped data, you need to look for patterns. Where are the largest circles? Where are the smallest circles? Are there any groupings of circles? Are there any patterns that can be identified, such as radial (spreading out from one point or place), linear (in a line), clustered (in groups) or sporadic (scattered)?

on Resources

Video eLesson Constructing and describing proportional circles on maps (eles-1735)

Interactivity Constructing and describing proportional circles on maps (int-3353)

8.13.3 Let me do it

Complete the following activities to practise this skill.

8.13 ACTIVITIES

1. Using the data on WFP funding contributors in **TABLE 2**, complete a proportional circles map to show the level of WFP funding across the world in 2018. Use the checklist for drawing proportional circles to ensure you cover all aspects of the task.

TABLE 2 Selected funding contributors to the World Food Programme in 2018 (US$)

Country	Contribution	Country	Contribution
United States of America	2 541 479 166	Italy	35 421 720
Germany	849 141 329	China	32 644 030
United Kingdom	617 188 873	Ireland	28 191 994
Saudi Arabia	247 907 959	France	27 121 738
Canada	222 172 109	Belgium	16 053 224
Sweden	148 185 097	Finland	15 939 371
Japan	130 001 824	Pakistan	15 930 489
Norway	89 996 849	Benin	13 461 901
Switzerland	79 520 814	Luxembourg	11 153 437
Netherlands	71 558 728	Burundi	8 476 285
Australia	71 268 872	New Zealand	5 661 439
Republic of Korea	67 897 569	South Sudan	5 066 242
Denmark	55 940 285	Brazil	444 977
Russian Federation	44 882 539	Colombia	405 856

Note: Figures current as at 28 April 2019.

2. Describe the distribution pattern revealed by your map. Use the checklist for describing proportional circles to ensure you cover all aspects of the task.

3. Based on what you have learned in this lesson apply your skills to answer the following questions.
   a. On which continent are the countries that have made the greatest financial contribution to the WFP?
   b. Which other region has a number of countries that have made significant contributions?
   c. Describe the pattern of WFP contributions across the world.
   d. Are there any countries that surprised you in their level of contribution to the WFP? Explain your answer.

Checklist

In drawing a map of proportional circles I have:

- drawn in pencil using a mathematical compass
- drawn circles that are accurate according to the ***scale*** provided in the legend
- included a key/legend to show the proportions of the circles
- included a title.

In describing a map of proportional circles, I have:

- effectively communicated differences in values or amounts of something over ***space***
- identified ***places***
- used directions.

LESSON
8.14 SkillBuilder: Constructing and describing isoline maps

LEARNING INTENTION

By the end of this lesson you should be able to construct and describe an isoline map.

8.14.1 Tell me

An isoline map shows lines that join all the places with the same value. Isoline maps show gradual change in one type of data over a continuous area. Isolines do not cross or touch each other. The same difference is always shown between each isoline and the next over the entire map.

Why is an isoline map useful?

Isoline maps are easy to understand, especially when coloured between the lines. These maps do not consider boundaries or borders, as the lines connect all places of the same value. Trends and gradual changes are easily identified. Some isoline maps can show change over time.

Isoline maps are useful for:

- showing data over large areas
- showing trends in data
- allowing you to identify and describe patterns
- comparing maps over different time periods.

Examples of isoline maps include daily weather maps (showing places with the same atmospheric pressure), topographic maps with contour lines, and global isotherm maps (places of equal mean surface temperature are connected; such maps are used when discussing climate change).

A good isoline map:

- has small dots for data presentation
- has dots joined with a fine line
- is drawn with pencil
- is coloured or shaded between the isolines
- uses BOLTSS.

A good description of an isoline map:

- identifies and communicates key features
- clearly represents and communicates the data.

8.14.2 Show me

You will need:

- a base map
- a set of data to plot
- a pencil
- an eraser
- an atlas (optional).

Procedure: Constructing an isoline map

Step 1

Select a set of data to map, and plot the relevant figure at each of the places listed. **FIGURE 1** is an example of this for travel times by car to Copenhagen airport.

FIGURE 1 An isoline map showing places of equal travel time to Copenhagen airport by car

Source: Spatial Vision.

Step 2

Select a value to use for intervals within the data set. In **FIGURE 1**, the interval was set at 30 minutes. Draw lines (isolines) joining places of the same value; in this example, that would be 30 minutes, 60 minutes, 90 minutes and so on. You may need to go between some points to show where you think the isoline would be; for example, the 60-minute isoline would pass between a place where the travel time is 50 minutes and another where the travel time is 70 minutes. Remember that isolines will not touch and will not cross at any point.

Step 3

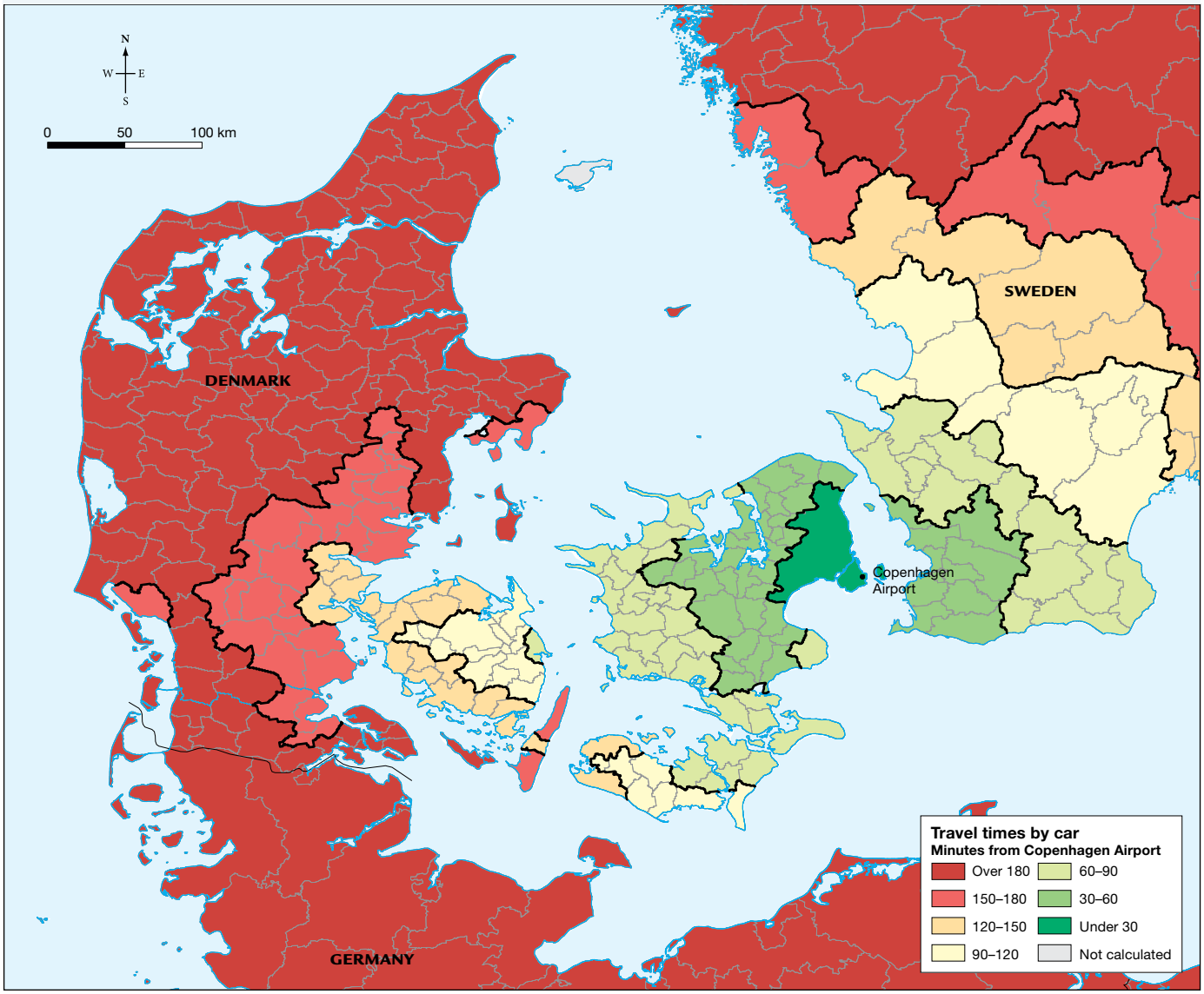
Create a legend for your map with a colour system that indicates a gradation of colour, where the lowest data is the lightest shade and the highest data is the darkest. Shade between the isolines according to the legend. **FIGURE 2** shows a completed coloured isoline map.

Step 4

Don't forget to apply BOLTSS to your map.

Model

FIGURE 2 A coloured isoline map showing travel time to Copenhagen airport by car



Source: Spatial Vision.

Interpreting an isoline map

Step 5

First, make sure you know what feature is being mapped by checking the map title or caption. In **FIGURE 2**, this feature is travel time by car to Copenhagen airport.

Step 6

Check the key/legend so that you understand the value of each isoline and the intervals used between them.

Step 7

Describe the areas where there are high or low data values that help to form a pattern. You may need to refer to an atlas to check the topography and establish whether any country borders are involved. In **FIGURE 2**, some

of the data is from Sweden as people travel from there to Copenhagen, their nearest airport. People living west of central Copenhagen travel similar distances to the airport in similar times (60–90 minutes) to those living in southern Sweden.

Step 8

Look for any anomalies that may need explaining. For example, in **FIGURE 2** you can see that it takes 150–180 minutes to get to the airport from one island, suggesting that a ferry service is probably required to reach the road system by car.

Model interpretation

The isoline maps in **FIGURES 1 AND 2** show that it takes less than 30 minutes of travel time by car to reach Copenhagen airport in Denmark from places closest to the airport, even when it is on a different island or in a different country (Sweden). People living west of central Copenhagen travel similar distances to the airport in similar times (60–90 minutes) to those living in southern Sweden. This suggests that connections such as bridges and tunnels between islands and countries are provided, and cross-border movement is easy. From one island it takes 150–180 minutes to get to the airport, suggesting that a ferry service is probably required to reach the road system by car.

on Resources

Video eLesson Constructing and describing isoline maps (eles-1737)

Interactivity Constructing and designing isoline maps (int-3355)

8.14.3 Let me do it

Complete the following activities to practise this skill.

8.14 ACTIVITIES

1. Use the data in **TABLE 1** and base map provided in **FIGURE 3** to construct an isoline map of the travel times by bicycle throughout Copenhagen to the city centre. Use the following steps to help you.
   a. Plot on the map the number of minutes it takes to travel from each ***place*** to Copenhagen city centre by writing the number of minutes by the dot beside each placename.
   b. Draw a line (an isoline) connecting all the ***places*** from which it would take 30 minutes to travel to the centre of Copenhagen.
   c. Draw in additional isolines at 5-minute intervals to show travel times to Copenhagen city centre.
2. Describe the pattern evident on your isoline map. Use the checklist for describing isoline maps to ensure you cover all aspects of the task.

TABLE 1 Travel times by bicycle to Copenhagen city centre

Suburb of Copenhagen	Travel time (minutes)
Albertslund	45
Ballerup	48
Brøndby	40
Frederiksberg	25
Furesø	50
Gentofte	33
Glostrup	40
Gladsaxe	38

Suburb of Copenhagen	Travel time (minutes)
Herlev	42
Hvidovre	34
Ishøj	55
Lyngby–Taarbæk	45
Rødovre	35
Tårnby	30

3. Based on what you have learned in this lesson apply your skills to answer the following questions.

FIGURE 3 A base map of the suburbs around Copenhagen city centre

Source: Spatial Vision.

a. Is Copenhagen city centre more accessible to Furesø or Hvidovre by bicycle? Use figures in your answer.
b. Does Tårnby or Brøndby provide easier bicycle access to the city? Quote the distances involved.
c. From which direction would you have the greatest level of access to the city centre by bicycle? Use figures in your answer.
d. Which part of the map would encourage cyclists to live in the area? Explain your answer using figures.
e. In which area of the city would you prefer to live if you had to cycle to the city centre each day for work? Explain your answer, including figures.

Checklist

In drawing an isoline map I have:

- plotted data using small dots
- joined the dots to create a fine isoline
- drawn using pencil
- coloured or shaded between the isolines
- completed my map with BOLTSS.

In describing an isoline map I have:

- identified and communicated key features
- clearly represented and communicated the data.

LESSON
8.15 SkillBuilder: Constructing and describing a flow map

LEARNING INTENTION

By the end of this lesson you should be able to construct and describe a flow map.

8.15.1 Tell me

A flow map is a map that shows the movement of people or objects from one place to another. Arrows are drawn from the point of origin to the destination. Sometimes these lines are scaled to indicate how much of the feature is moving. Thicker lines show a larger amount; thinner lines show a smaller amount.

How is a flow map useful?

A flow map is used to give us a visual image of the movement of something that might otherwise be provided through a set of statistics or a lengthy paragraph of text. Interconnections between destinations and places of origin are made very clear, and regional patterns can be readily identified.

Flow maps are useful when trying to understand:

- individual movements, such as use of transport systems and aisles in supermarkets
- local movements, such as traffic flows at intersections or the use of pathways in parks
- national movements, such as the importation of cars to Australian states
- regional movements, such as flows between states of Australia or between countries within the Pacific
- global movements, such as imports and exports, human movement and communication.

A good flow map:

- is drawn in pencil initially and then coloured appropriately
- uses arrows to indicate flow directions
- may use scaled arrow widths, which are also explained in a key/legend
- includes labelled features as necessary
- has a clear title, which identifies places and dates.

A good description of a flow map:

- identifies and communicates key features of the movement, patterns and places shown
- clearly represents and communicates the data with the use of statistics, places and dates.

8.15.2 Show me

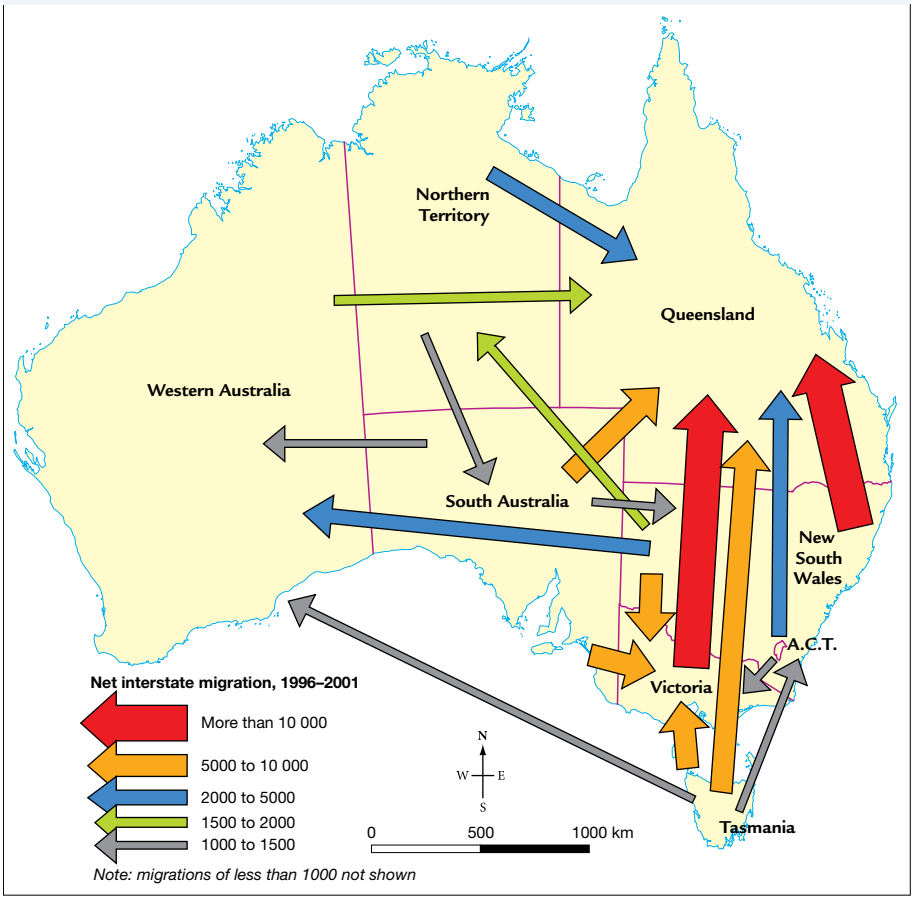
You will need:

- a set of data that shows the movement of some object
- a base map that corresponds to the places included in your data set
- a light grey pencil
- a set of coloured pencils
- a ruler
- an eraser.

Model

Between 1996 and 2001, people moved from the southern states to Queensland, and from the eastern states to Western Australia. All states experienced migration of residents to Queensland, with more than 10 000 migrants from each of Victoria and New South Wales, and 5000–10 000 from Tasmania and South Australia. New South Wales lost more people than it gained, with inflows of 1000 to 1500 from South Australia and Tasmania only. Victoria, however, had inflows from all the surrounding states, including Tasmania (totalling between 16 000 and 31 500), which indicates that Victoria's net loss — more than 10 000 to Queensland — was far less than that of New South Wales, which had a loss of 13 500–17 000 or more.

FIGURE 1 Interstate migration flows, 1996–2001



Source: Spatial Vision.

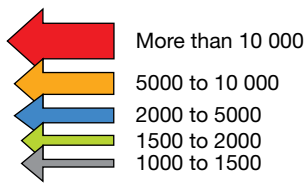
Procedure

To complete a flow map, you will need to convert a table of data to a coloured map.

Step 1

If you are planning to simply show the flow between places, then you need only identify each place and draw an arrow from the origin to the destination. Writing numbers on the flow lines is another method for creating a basic flow map. (If you use this method, go now to step 5.) On the other hand, if you want to create a map that provides an instant snapshot of the quantities of a feature being moved, then a scaled flow map is a better option. Your first step is to determine the scale you will use. Look over the data set that you have and establish no more than five categories that will allow you to represent the data. **FIGURE 2** shows how these appear in the key of the **FIGURE 1** model.

FIGURE 2 Scaled arrows for the flow map in **FIGURE 1**



Step 2

Draw up the key, or legend, for the base map. Note that you will have to work in millimetres; otherwise, your arrows will dominate the map. In a key such as **FIGURE 2**, one millimetre could be used to represent 1000 people. This will avoid having very wide arrows for the larger values, and allow the arrows to fit within the map. Label your key appropriately.

Step 3

Rule an arrow of the appropriate width from a place of origin to a place of destination. Before you begin, think where you will place each arrow, as it is best to avoid overlapping them. This is most important if you are mapping global data.

Step 4

As you draw arrows between the places of origin and destination, use your ruler to keep the arrow widths consistent. Neatness is important. Colour the arrows as you go to avoid confusion at the end.

Step 5

Ensure that the completed map includes geographical conventions (BOLTSS).

Step 6

Look at the completed map and identify any patterns that are evident. Is there an interconnection between the widest arrows? Is there an interconnection between the narrowest arrows? Write a few sentences to explain any patterns you can identify. In the **FIGURE 1** model, people moved from the southern states to Queensland – more than 10 000 from Victoria, 5000–10 000 from Tasmania, 2000–5000 from the ACT and more than 10 000 from New South Wales. They also moved from the eastern states to Western Australia — 2000–5000 from New South Wales, 1000–1500 from Tasmania, and 1000–1500 from South Australia.

Step 7

Look for any anomalies in the pattern — arrows that stand out as being different. Write a sentence to identify any anomalies. For example, in **FIGURE 1**, although Victoria had an inflow from all its surrounding states, including Tasmania, fewer than 1000 Victorians moved to each of the states of Western Australia, South Australia, New South Wales, ACT or Tasmania.

on Resources

Digital document	Blackline master: World map (doc-11392)
Video eLesson	Constructing and describing a flow map (eles-1741)
Interactivity	Constructing and describing a flow map (int-3359)

8.15.3 Let me do it

Complete the following activities to practise this skill.

8.15 ACTIVITIES

1. Using a blank world map and the data in **TABLE 1**, construct a flow map of ivory smuggled from Africa to Asia. Think carefully about the ***scale*** you choose, as the data for China is high. Note that the flow is from Africa to Asia, so the arrows need to go from Africa to the appropriate country in Asia. Use the checklist for drawing a flow map to ensure you cover all aspects of the task.

TABLE 1 Ten Asian countries with the most ivory seized, 1989–2011 — total weight of seizures in kilograms

India	Singapore	Malaysia	Japan	Philippines	Vietnam	Taiwan	Hong Kong	Thailand	China
6758	8028	8527	8618	10 659	13 426	18 370	20 638	21 364	41 095

Source: TRAFFIC, Tom Milliken.

2. Write a description of the supply of smuggled ivory to Asia. Use the checklist for interpreting a flow map to ensure you cover all aspects of the task.
3. Apply your skills in interpreting a flow map to answer the following questions.
   a. Which Asian country had the most smuggled ivory seized?
   b. Which Asian country had the least smuggled ivory seized?
   c. Describe the areas of Asia to which *smaller* quantities of ivory are smuggled and the areas to which *larger* quantities are smuggled.
   d. Does distance seem to affect the amount of ivory smuggled? Explain your answer, using the map ***scale*** to help you.
   e. Does the level of a country's development influence the smuggling of ivory? Explain your answer.

Checklist

In drawing a flow map I have:
- drawn in pencil initially and then coloured appropriately
- used arrows to indicate flow directions
- used ***scaled*** arrow widths, which are also explained in a key/legend
- included labelled features as necessary
- provided a clear title, which identifies ***places*** and dates.

In interpreting a flow map I have:
- identified and communicated key features of the movement, patterns and ***places*** shown
- clearly represented and communicated the data with the use of statistics, ***places*** and dates.

LESSON
8.16 SkillBuilder: Constructing a table of data for GIS

LEARNING INTENTION

By the end of this lesson you should be able to construct a table of data for GIS.

8.16.1 Tell me

A geographical information system, or GIS, uses tables to organise and store information about points, lines and polygons (vector data). These tables have rows and columns, called fields. The GIS software links the rows in the table to the points, lines or polygons on a map. GIS software also stores data as pixels in an image, called raster data.

The tables can be drawn with a spreadsheet program and linked to a GIS if there is relevant information about location in the table. However, specialist software is required.

Why are tables useful in GIS?

Tables are very useful for storing large amounts of information, because they help to organise it. Creating tables makes it easy for GIS software to read data and to import or export the data to other programs, such as Excel.

A table allows us to access the original data. Maps, on the other hand, often use symbols and colours to represent information, and therefore they may not be as precise. Setting up the structure for a table helps us to understand how information may be stored digitally.

A good table of data:

- places point, line and polygon features into separate tables
- has rows in the table that relate to the points, lines or polygons on the map
- has columns called *fields*, which store the data as numbers (integers) or text
- has column (field) names that are no more than ten characters long and contain no spaces
- identifies the date, source and collector of the data, and stores this in the GIS program – this is called *metadata* in a GIS.

8.16.2 Show me

You will need:

- a piece of paper or a spreadsheet
- a data set — in this case, the results of a class survey about mobile phones.

Procedure

Imagine that your class has conducted a survey to find out how many mobile phones there are in each home, asking the following questions:

- Where do you live?
- How many people are in your home?
- How many mobile phones are in your home?

You can use the responses to construct a table of data and use GIS to plot the results on a map.

Step 1

Draw a table with rows and columns. For this data, there should be 11 rows (for ten students plus the heading row) and four columns (see **FIGURE 1**).

Give each of the columns a heading to represent the data collected. Each heading must be short (no more than ten characters) and use underscores instead of spaces.

Create four columns: sample number, address, the number of people in the home and the number of mobile phones (see **FIGURE 1**).

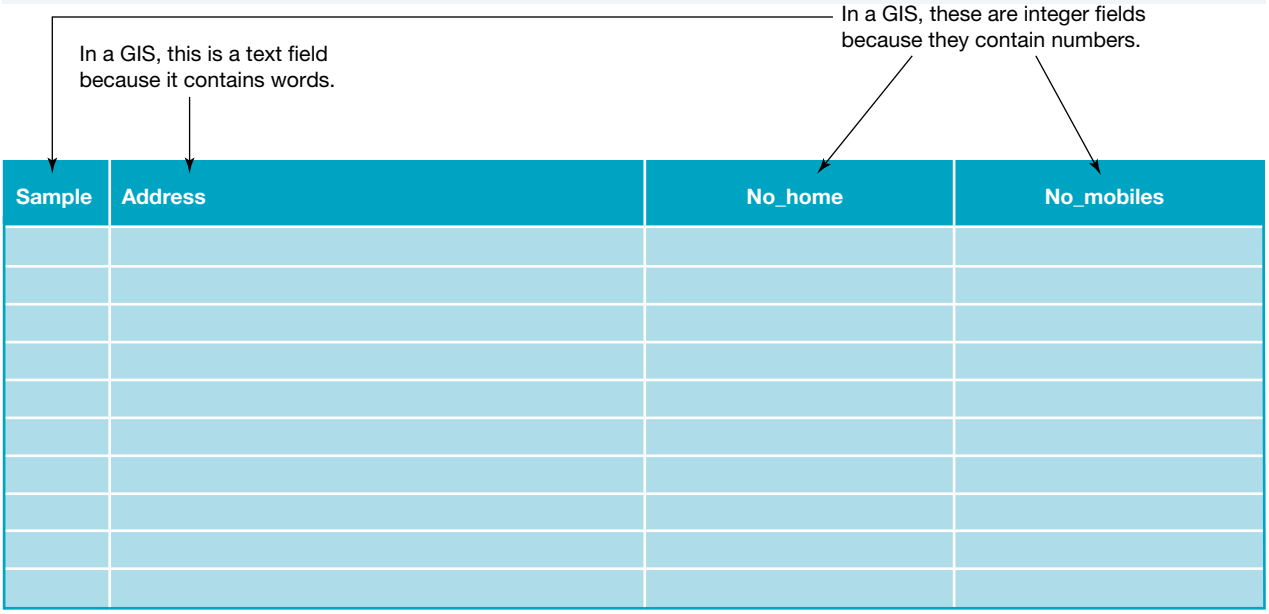
FIGURE 1 Give each column a short heading of no more than ten characters.

Sample	Address	No_home	No_mobiles

Step 3

Identify which columns (fields) contain text and which contain numbers (integers). You have to set this first when using GIS software (see **FIGURE 2**).

FIGURE 2 Work out which are text fields and which are number (integer) fields.



Step 4

Enter the collected data into the table. A thematic map of the data can then be created using GIS software. In this case, there will be two layers on the map. Each land parcel is coloured according to the number of people in the home, and the columns represent the number of mobile phones (see the **FIGURE 3** model). The map is shown in **FIGURE 4**.

Model

FIGURE 3 Data displayed in table form

In a GIS, each row in the table is linked to a polygon on the map

Sample	Address	No_home	No_mobiles
1	42 Jacob Street	2	4
2	27 Jacob Street	3	3
3	36 Adele Avenue	4	3
4	34 Flint Street	4	1
5	35 Flint Street	5	3
6	25 Flint Street	4	2
7	12 Jess Court	4	2
8	2 Jess Court	4	4
9	12 Flint Street	5	3
10	52 Jacob Street	6	2

FIGURE 4 Map showing the number of mobile phones in each home

Source: Spatial Vision.

on Resources

Video eLesson Constructing a table of data for GIS (eles-1743)

Interactivity Constructing a table of data for a GIS (int-3361)

8.16.3 Let me do it

Complete the following activities to practise this skill.

8.16 ACTIVITIES

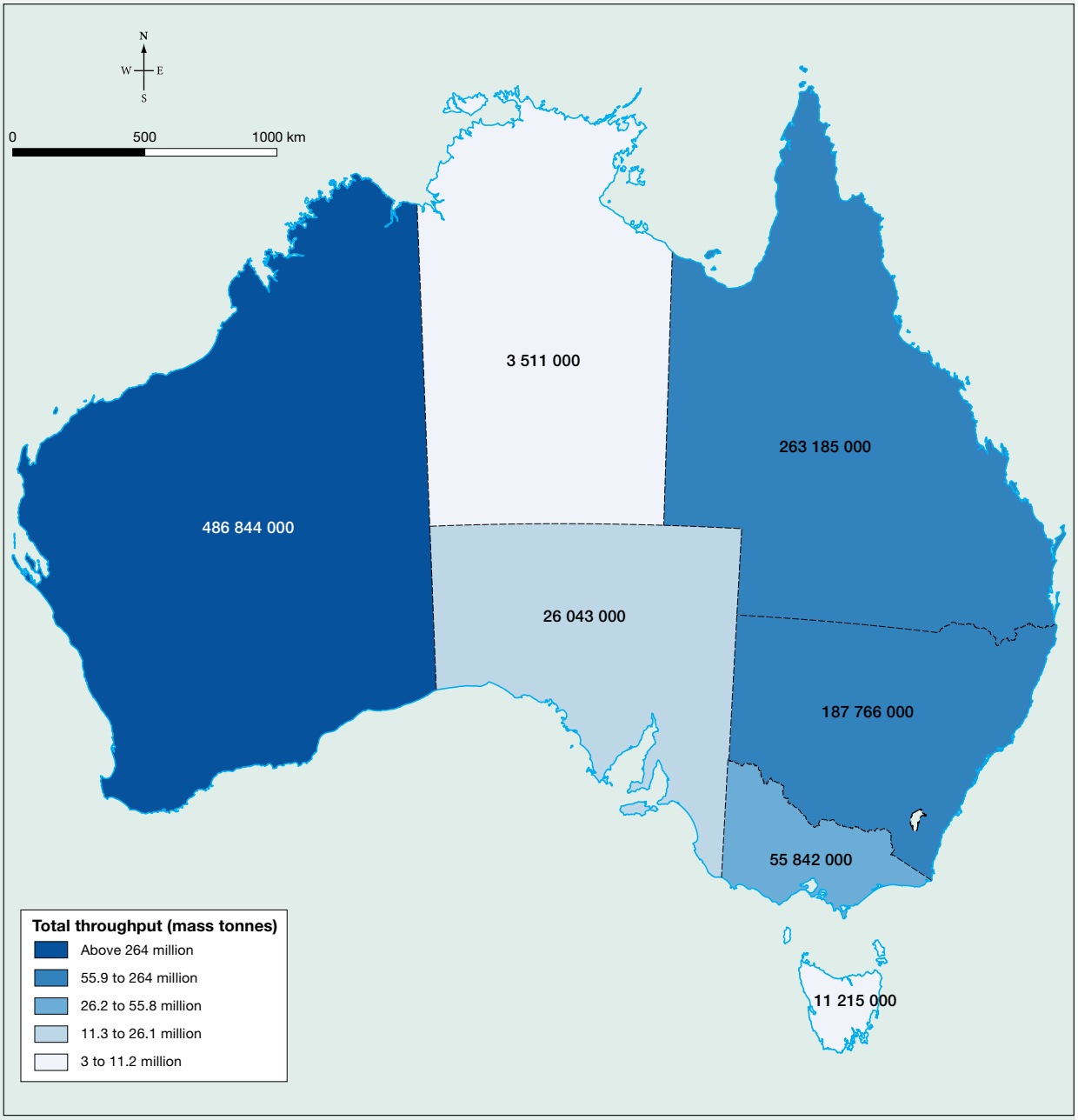
1. Create tables of data for the two maps shown in **FIGURES 5** and **6**. **TABLE 1** should be for the polygons (states) and **TABLE 2** for the points (ports). **TABLE 1** should have two columns, or fields, and **TABLE 2** should have four columns. Identify the text and integer fields in each table. Use the checklist to ensure you cover all aspects of the task.
2. Then apply your skills to answer the following questions.
   a. Which state handled the most cargo by tonnage in 2011–12, and which two states handled the least cargo?
   b. Name the two main ports exporting:
      i. iron ore
      ii. coal.
   c. Compare the distribution of coal-exporting ports with that of iron ore–exporting ports. What does this tell us about the location of these resources in Australia?
   d. Why are the values for wool exports much smaller than those for iron ore and coal?
   e. Why is wool exported from ports in the southern part of Australia?

Checklist

I have:

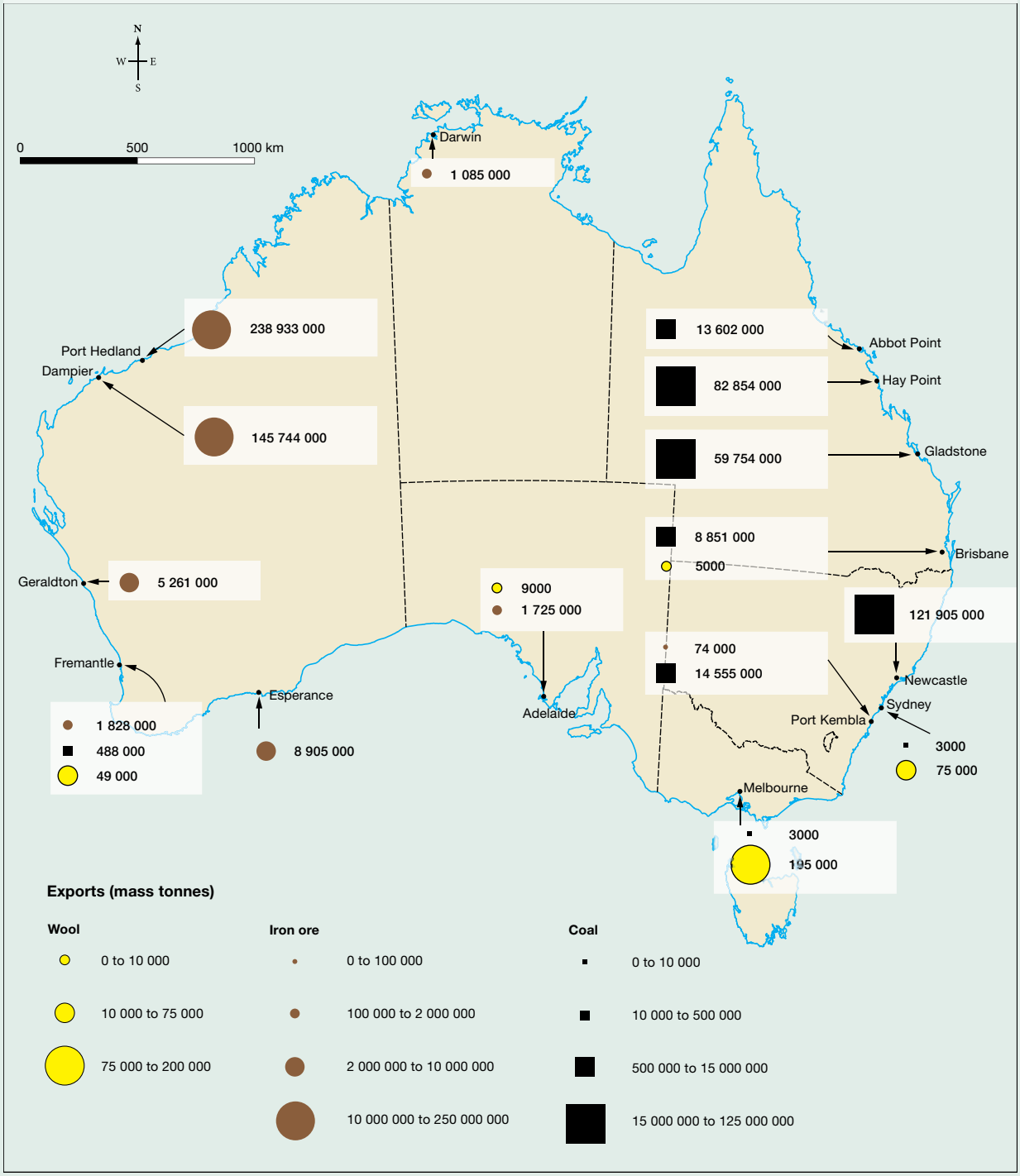
- created separate tables for polygon and point data (and line data, where relevant)
- created rows in the table that relate to the points, lines or polygons on the map
- identified the text and numeric fields
- ensured that the field headings have been shortened if necessary and contain no spaces
- entered the data as correctly as possible
- added explanatory notes (metadata) about the source of the data and the values in each field
- included a title for the tables.

FIGURE 5 Cargo handled by ports in Australian states and territories, in mass tonnes, 2011–12



Source: Data © Commonwealth of Australia Geoscience Australia 2013. Map drawn by Spatial Vision.

FIGURE 6 Ports exporting iron ore, coal and wool, in mass tonnes, 2011–12



Source: Spatial Vision.

LESSON
8.17 SkillBuilder: GIS — deconstructing a map

LEARNING INTENTION

By the end of this lesson you should be able to deconstruct a topographic map to create a simple GIS overlay map.

8.17.1 Tell me

A geographical information system (GIS) is a storage system for information or data, which is stored as numbers, words or pictures. The data has the location attached so that it may be viewed as a map or as an image. GIS can process huge amounts of information to produce maps that would take a long time to draw by hand. Specialised computer programs produce maps from the data.

In this lesson map layers will be created in a similar way to that used by cartographers and GIS specialists when making digital maps, but with much simpler tools and processes.

How is GIS useful?

Analysing large amounts of information using a computer is much faster than doing it manually and provides a much deeper understanding of the information. GIS allows multiple series of information to be displayed in a succession of map layers. The spatial distribution of the data and the relationship to other data may be compared. GIS is used in many professions wherever maps are required, such as in urban planning, logistics, resource management, policing and public health.

A GIS stores data in three ways: as points, lines or polygons (called vector data); as tables (called tabular data); and as pixels in an image (called raster data). A satellite image, for example, would be called a raster image in GIS.

A GIS program:
- stores similar information together
- stores data attached to points, lines and polygons in separate files
- stores the location of each point, line or polygon digitally
- includes tables of data in which each row is linked to a location and each column stores information as numbers or words
- includes information about the source of the data — known as metadata.

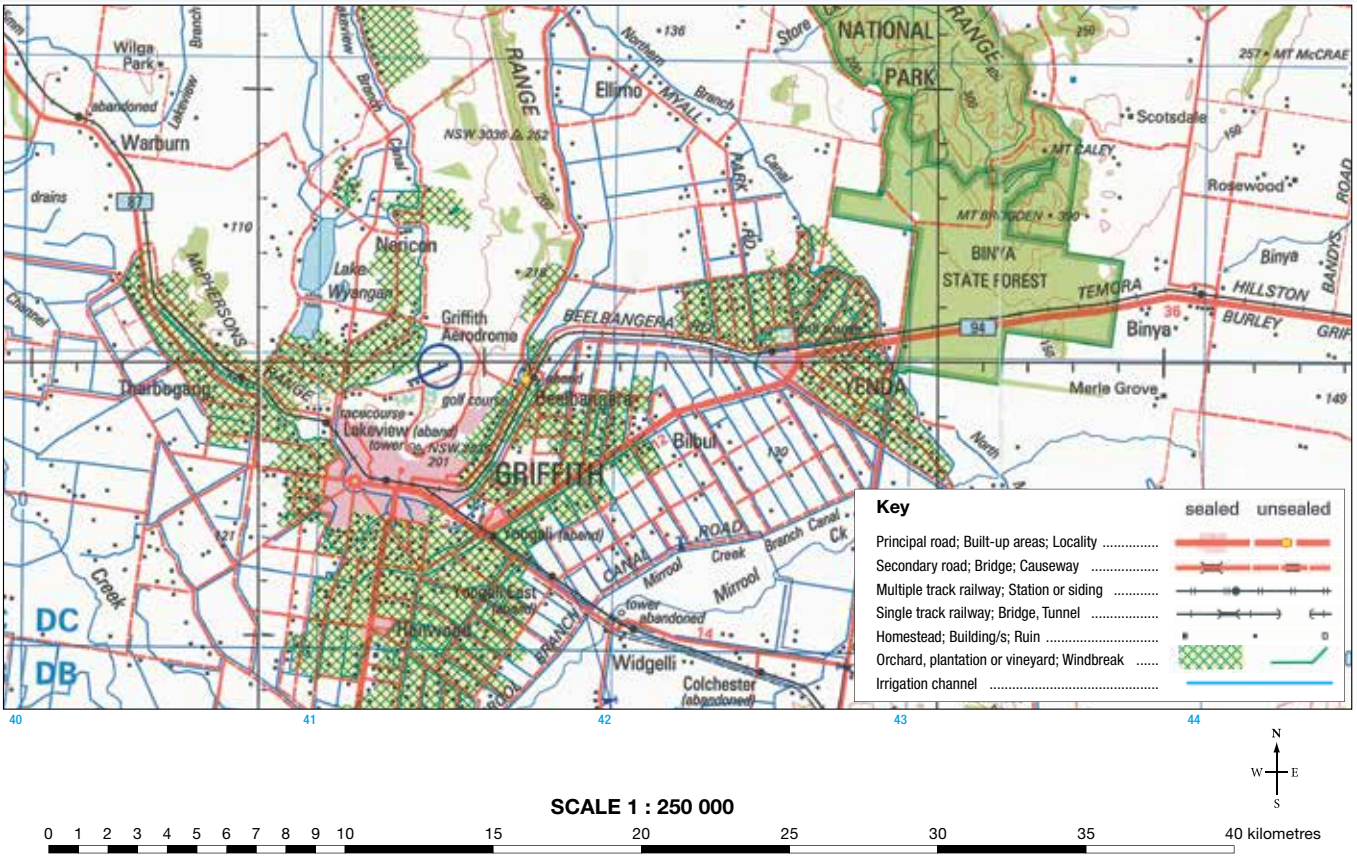
A breakdown of maps such as a GIS:
- traces each set of point, line and polygon data onto three pieces of tracing paper or clear transparency sheet
- uses appropriate colours for the features
- layers the features, with points on top, lines underneath and polygons on the bottom
- includes BOLTSS.

8.17.2 Show me

You will need:

- a topographic map
- three pieces of tracing paper
- coloured pencils.

FIGURE 1 Example of a section of a topographic map: Griffith, New South Wales



Source: © Geoscience Australia.

FIGURE 2 Example of a satellite image (called a raster image in GIS). This shows a section of the area that appears in **FIGURE 1**.

Source: © Geoscience Australia.

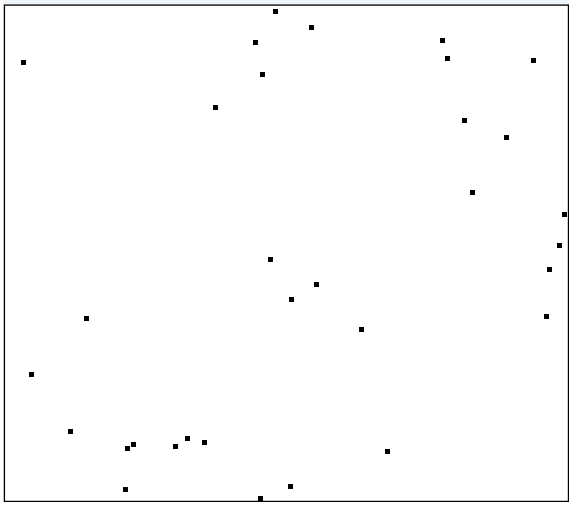
Procedure

Step 1

Point features on the map have a location that may be defined using either a grid reference or latitude and longitude. The map of Griffith shown in **FIGURE 1** (**Topographic map of Griffith, New South Wales** digital document in the Resources panel) has many point features, such as spot elevation (height), bores, wells, buildings, gates and stock grids.

Overlay one piece of tracing paper on the topographic map and, using an appropriate colour, mark the homesteads (or farmsteads) as point data on the tracing paper.

FIGURE 3 Point features are marked on the first layer of tracing paper.

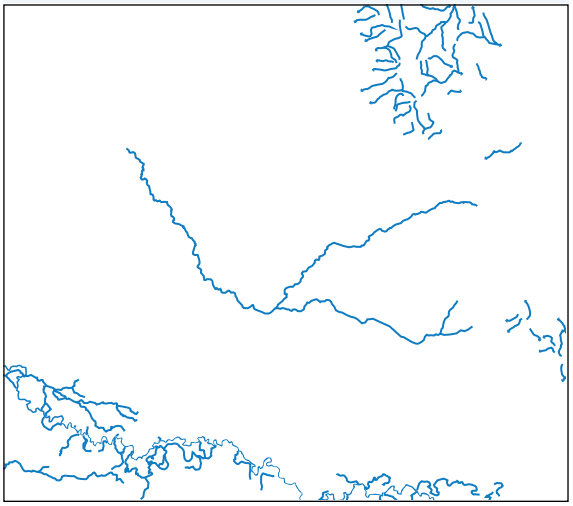


Step 2

Line features on the map may be straight or winding. Their location is determined by joining multiple points. **FIGURE 1** has many line features, such as roads, railway lines, rivers and creeks, irrigation channels and power lines.

Overlay a second piece of tracing paper on the topographic map and, with an appropriate colour, trace the rivers and creeks (line features).

FIGURE 4 Line features of rivers and creeks are traced onto a second piece of tracing paper.



Step 3

A polygon is a shape that has many sides. Its location on the map is determined by joining multiple points. **FIGURE 1** has many polygon features, such as orchards, vineyards, national parks, lagoons, swamps and forested areas.

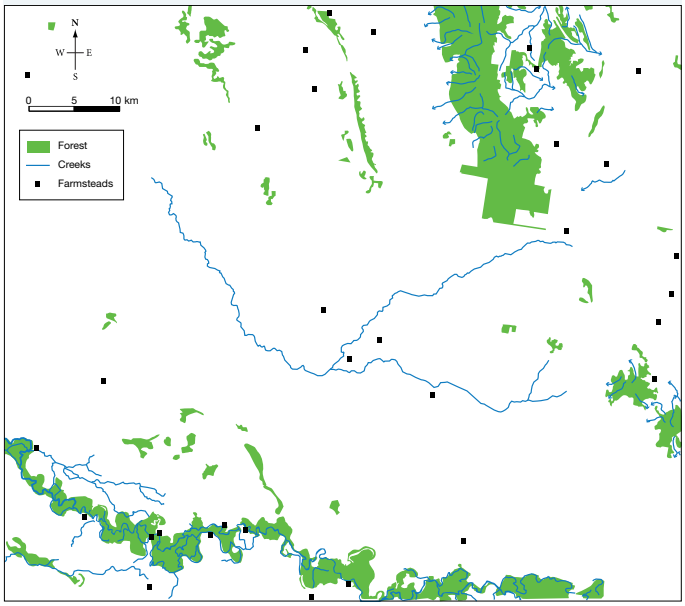
Overlay a third piece of tracing paper on the topographic map and, with an appropriate colour, trace the forests (polygon data).

FIGURE 5 The polygon data of forests are traced onto a third piece of tracing paper.

Step 4

Place the three tracing-paper layers in the following order: point features on top, line features underneath, and polygon features at the bottom. Provide BOLTSS for your map. In GIS, the finished map would be called a layout.

FIGURE 6 The three layers of tracing paper are now combined, and BOLTSS is added. This simple GIS overlay map shows farmsteads, rivers, creeks and forest areas in Griffith area.



Resources

Digital document Topographic map of Griffith, New South Wales (doc-11566)

Video eLesson GIS — deconstructing a map (eles-1730)

Interactivity GIS — deconstructing a map (int-3348)

8.17.3 Let me do it

Complete the following activities to practise this skill.

8.17 ACTIVITIES

1. Use the **FIGURE 1** map of Griffith provided in the Resources panel. Choose one point feature, one line feature and one polygon feature and create three tracing-paper overlays. Organise the layers appropriately and add BOLTSS to your map. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson apply your skills to answer the following questions.
   a. What is the name of the district through which the Murrumbidgee River flows?
   b. The original biome for this area is likely to have been forest. What has happened to this biome and how would you describe the distribution of forest in the area today?
   c. Compare the number of creeks in the map in **FIGURE 1** with the number of channels. What is the purpose of the many channels and canals?
   d. **FIGURE 1** shows a part of Australia that has undergone ***change***. Using Google Earth and the map, identify the area where there has been the least *change* and the area where there has been the most *change*. Explain your choice.
   e. This area is an example of intensive farming. What does this mean? Provide at least one piece of evidence from both the map in **FIGURE 1** and the satellite image in **FIGURE 2** (or Google Earth) to support this statement.
   f. Maps and satellite photographs show different ways of recording information. Identify two pieces of information visible in **FIGURE 2** (or Google Earth) that are not shown on the **FIGURE 1** map.

Checklist

I have:

- traced each set of point, line and polygon data onto a separate piece of tracing paper
- used appropriate colours for the features
- layered the features, with points on top, lines underneath and polygons on the bottom
- included BOLTSS.

LESSON
8.18 SkillBuilder: Interpreting a geographical cartoon

LEARNING INTENTION

By the end of this lesson you should be able to interpret the key messages of a geographical cartoon.

8.18.1 Tell me

Geographical cartoons are humorous or satirical drawings on topical geographical issues, social trends and events. A cartoon conveys the artist's perspective on a topic, generally simplifying the issue.

How are cartoons useful?

Cartoons promote an interest in a topic or issue, and encourage discussion and debate. The cartoonist's message about a geographical topic is evident. Our feelings, attitudes and values are expressed in our response to the cartoon. Your response to geographical cartoons encourages discussion and evaluation of alternative responses as you take in other people's viewpoints and perspectives.

Cartoons are useful for:

- showing the key points of a geographical topic
- exaggerating the key points of an issue
- encouraging a response to an issue, whether in agreement or disagreement with the cartoonist
- presenting information, an issue, or a viewpoint in an interesting way.

A good interpretation of a cartoon:

- recognises the issue
- analyses the components of the cartoon
- identifies the cartoonist's personal opinion or message
- allows a personal response to the geographical topic.

8.18.2 Show me

You will need:

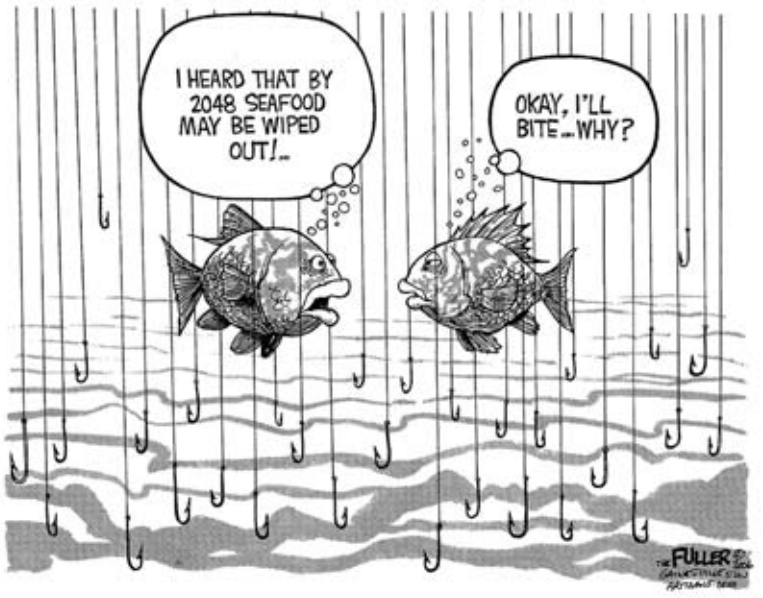
- a geographical cartoon.

Procedure

Step 1

Take the time to study the cartoon and carefully look for the overall idea. Next, focus on the artistic work of the cartoonist and any subtleties that have been included. Consider different relative sizes of parts of the drawing, as well as any wording or attitudes expressed in the image. **FIGURE 1** is about overfishing our oceans. In this case, the subtleties are in the words of the fish — what are the fish really saying?

FIGURE 1 Cartoon on overfishing



Step 2

Consider the overarching issue: in this case, overfishing. What is your general knowledge of the topic? In Geography classes, when you are given a cartoon, you know that it relates to the topic you are studying. If you are viewing a cartoon from elsewhere, then you have to think through the issue being portrayed. Things to look for in a cartoon include the following.

- *Symbolism* — conveying ideas in a concise manner through the use of symbols. In **FIGURE 1**, the large number of hooks suggests overfishing.
- *Stereotyping* — our fixed mental picture of something. In **FIGURE 1**, the fish are drawn in a stereotypical way. Be wary of stereotyping in a cartoon that involves people.
- *Caricatures* — overemphasis or distortion of physical features. In **FIGURE 1**, the fish have large eyes and mouths to draw our attention to their conversation and to give them human qualities.
- *Visual metaphors* — the artist's means of helping us understand the topic. In **FIGURE 1**, the large number of hooks and the use of the word *bite* suggest the fish will be caught.
- *Exaggeration or distortion* — for example, making things appear larger, smaller or greater in number than they really are. The number of fishing hooks is an exaggeration or distortion of commercial fishing techniques.
- *Humour* — the use of visual or verbal jokes or wit to make the viewer smile or laugh. Irony and satire are commonly used.
- *Perspective* — the point of view of the cartoonist. In **FIGURE 1**, it is evident that the cartoonist believes that most fish will be gone by 2048, a date well into the future.
- *Captions* — text-based content that adds to the visual content. In **FIGURE 1**, both of the fish have speech bubbles in which they discuss the sustainability of the fishing industry. (A speech bubble usually has a pointed end, like this , but because they are fish and cannot actually talk, the cartoonist has used 'thought bubbles', like this .)

Step 3

Answer the following three questions.

- What issue does the cartoon convey? In **FIGURE 1**, the issue is overfishing.
- What geographical concepts are related to the issue in the cartoon? In **FIGURE 1**, the concepts of environment (the ocean), space (global), change (commercial fishing causing a decline in fish numbers), scale (global), interconnection (fishing techniques and human demand decreasing fish resources) and sustainability (the future) can be mentioned.
- What are the geographical implications of the cartoon? The cartoon in **FIGURE 1** implies that the future of the fishing industry could be at risk.

Step 4

Complete your writing with a concluding statement on how you feel about the topic of the cartoon.

Model

The cartoon shown in **FIGURE 1** is about overfishing our oceans. The cartoonist suggests that by 2048 there will be no more fish left in the oceans. It is not clear why the cartoonist chose this date (perhaps it's just a random date well into the future). The cartoon uses exaggeration, as there will be fish, but the quantities may not make it economical to fish using the techniques currently available. The string of hooks in this cartoon is also unrealistic, as this is not the way commercial fishing is undertaken. Our wider perspective on the topic tells us that actual fishing techniques are trawling and purse-seine netting to maximise the catch at any one time. The cartoon plays on the word *bite*. It can mean (a) that a fish bites a hook or (b) that someone reacts or responds to something. Thus, the second fish reacts to the first fish's statement and asks the question *why*, but it might also bite one of the many hooks that surround it. The answer to the *why* question is obvious to the audience — the fish will be caught because it will be impossible to avoid capture. This cartoon makes us think about the issue of taking fish from the ocean, and it questions the sustainability of the fishing industry — too many people are fishing for a limited resource.

on Resources

Video eLesson Interpreting a geographical cartoon (eles-1731)

Interactivity Interpreting a geographical cartoon (int-3349)

8.18.3 Let me do it

Complete the following activities to practise this skill.

8.18 ACTIVITIES

1. Using the steps outlined in the Show me section, write a paragraph analysing the geographical issue portrayed in the **FIGURE 2** cartoon. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson apply your skills to answer the following questions.
   a. Why is the fishing trawler drawn so small?
   b. Has the trawler caught many fish? Explain your answer.
   c. Explain the discussion between the two fish.
   d. What message do you think is being conveyed in this cartoon?
   e. How does this cartoon make you feel?
   f. Based on your knowledge of overfishing and your understanding of this cartoon, what is your opinion on this issue?

FIGURE 2 Unsustainable fishing

Checklist

I have:

- recognised the issue
- analysed the components of the cartoon
- identified the cartoonist's personal opinion or message
- stated my personal response on the geographical topic.

LESSON
8.19 SkillBuilder: Using advanced survey techniques — interviews

LEARNING INTENTION

By the end of this lesson you should be able to write interview questions that gather both qualitative and quantitative information about a specific topic.

8.19.1 Tell me

Surveys collect primary data, such as data that has been gathered in the field. Conducting a survey means asking questions, recording and collecting responses, and collating the number of responses. You can use basic questionnaires or more advanced sampling techniques, such as interviews. You can also use a variety of tally methods. A survey is taken from a few people in a population and is therefore a sample.

Interviews are particularly useful for gathering information on attitudes and values. The information that is gathered can be either quantitative (involving numbers) or qualitative (involving ideas), or both.

Why are interviews that survey people's opinions useful?

Surveys are useful because they provide data gathered for a specific topic that might not be available by other means. They allow a wide range of data to be gathered in an efficient and simple way.

An interview, which is an advanced survey technique, allows you to explore attitudes and values without being restricted by survey categories. It may be difficult to then quantify the responses, but an interview does offer great flexibility, with a wide range of question types and varied responses. You also have the chance to add questions during the interview to pursue an idea that is raised.

Interviews are useful for:

- obtaining data or information that may not be available from another source
- summarising people's activities, such as recreational activities
- providing a snapshot of people's opinions, values and attitudes
- testing people's perspectives on the world, such as how a person rates a feature
- improving your understanding of a topic by speaking with people, or by obtaining first-hand information before collating it.

A good interviewer:

- thinks about the information that needs to be gathered
- works out which groups of people to interview — by age, gender, locality, business and so on
- decides on the best time to conduct the interview
- decides on the best place to conduct the interview — for example, in a park, in the middle of a shopping complex, in a cafe, or in an office
- writes a set of longer and more detailed predetermined questions
- writes open-ended questions that allow interviewees to express their opinions
- includes no more than about 15 questions to ensure people retain interest in the interview
- develops supplementary questions in response to anticipated answers
- sets a time limit of 15 to 20 minutes.

8.19.2 Show me

You will need:

- a computer on which to design your questions
- a list of people to interview
- a questionnaire
- pens for people to use to write their answers
- sound- and/or video-recording devices
- a risk assessment carried out by the school to ensure your safety in approaching people — ask your teacher and check with your family that it is okay to conduct an interview.

Procedure

Step 1

Determine the purpose of using the interview technique. What is your topic?

Step 2

Begin by developing 10–15 open questions that allow the interviewee to express their opinion. No question should be answerable with a simple 'yes' or 'no'. The **FIGURE 1** model provides some sample questions.

Step 3

Test your questions on a classmate or family member. Rework any questions to improve clarity of expression and to draw a more extended response from the interviewee.

Step 4

You need to practise an interview on someone so that you are confident when talking to members of the public. When conducting an interview, use the following guidelines.

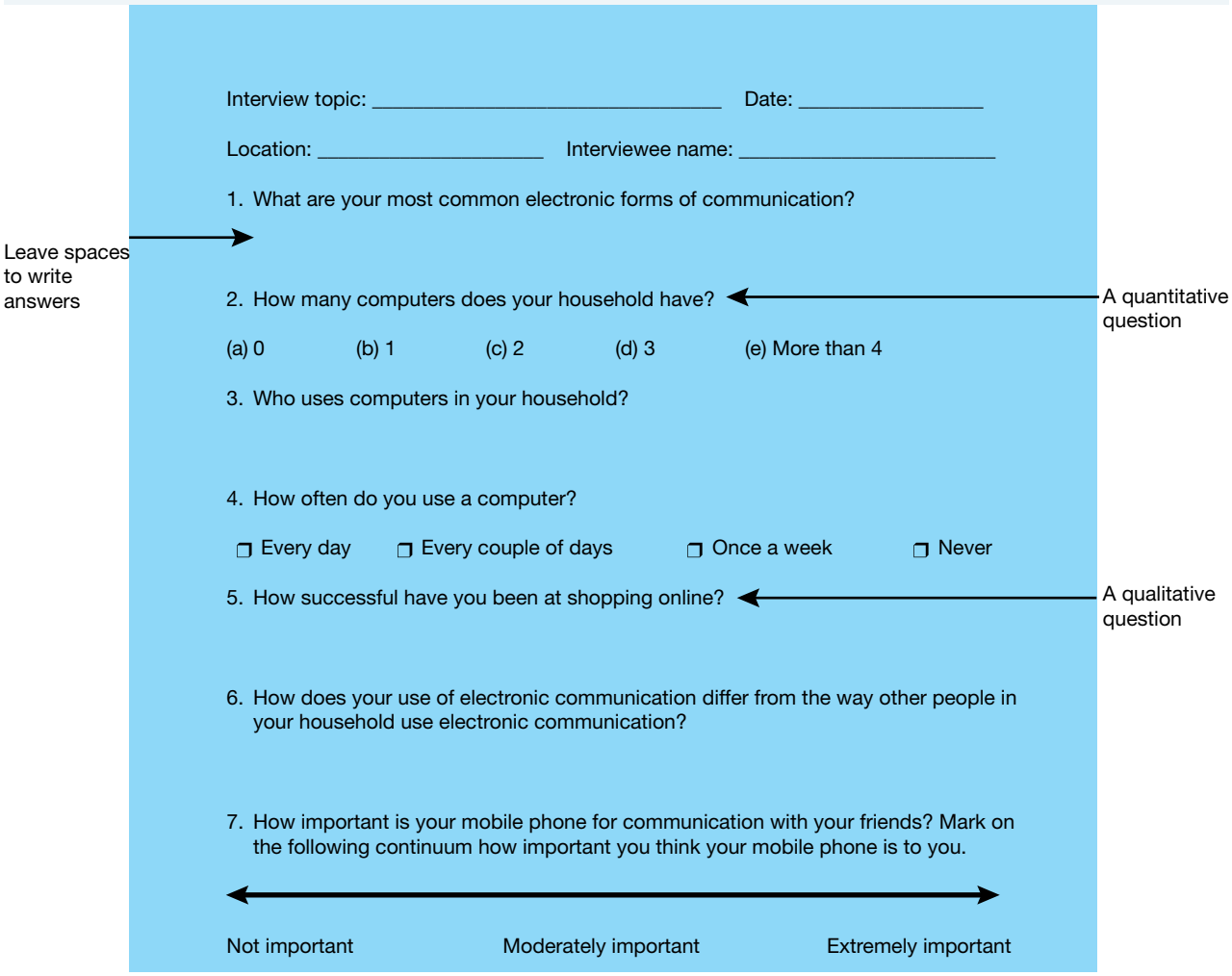
- Have some form of identification provided by your school so that people know you are genuinely collecting information.
- Introduce yourself and clearly state where you are from. Do not be offended if a person does not want to participate — that is their right.
- If you are going to record the interview, then seek permission from the person to do so.
- Explain to the person the purpose of the interview; that is, give some details about the topic to be discussed.
- Use a separate interview sheet for each person.
- Speak clearly so that you do not have to repeat yourself.
- Use a non-threatening tone of voice.
- Listen carefully to the answers given.
- Don't ask an interviewee to repeat their responses if they cover information for one question in the answer to another question. Write the information in the appropriate place on the sheet.
- Be prepared to slot in an additional question if the person has some great information to give you. Be equally prepared to leave a question out if your interviewee says they would rather not answer a specific question.
- Take notes, using your notetaking skills. Don't use full sentences — use key words and facts only — and don't make the person wait while you write.
- Try to keep your own opinion out of the answers; be neutral about the responses, even when you do not agree.
- Never interrupt an answer and always allow plenty of time for the interview — it should not go for longer than 20 minutes.
- Always thank the person for their time and support when you have finished.

Step 5

Collating your information will take time, because you need to seek common themes through each interview. Quantitative data can be placed in tables. Qualitative data needs to be classified according to the percentage of people with the same or similar viewpoints.

Model

FIGURE 1 Sample interview questions



on Resources

Video eLesson Using advanced survey techniques — interviews (eles-1742)

Interactivity Using advanced survey techniques — interviews (int-3360)

8.19.3 Let me do it

Complete the following activities to practise this skill.

8.19 ACTIVITIES

1. Create a set of interview questions that seek the opinion of your local community on technology consumption and e-waste management (look at question 2 to ensure your survey provides you with the information you will need to answer these questions). Conduct your survey, organise your data and summarise your findings. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. What did people understand by the term e-waste?
   b. Does the community dispose of its e-waste effectively?
   c. Are there enough e-waste recycling depots for the community?
   d. Is there enough advertising about how to deal with e-waste?
   e. Which local community groups ought to be responsible for e-waste management?

Checklist

I have:

- thought about the information that needs to be gathered
- worked out which groups of people to interview
- decided when is the best time to conduct the interview
- decided where is the best place to conduct the interview
- written a set of longer and more detailed predetermined questions
- written open-ended questions that allow the interviewees to express their opinions
- included no more than about 15 questions to ensure people retain interest in the interview
- developed supplementary questions in response to anticipated answers
- set a time limit of 15 to 20 minutes.

LESSON
8.20 SkillBuilder: Writing a fieldwork report as an annotated visual display (AVD)

LEARNING INTENTION

By the end of this lesson you should be able to create an annotated visual display to report on your findings from fieldwork.

8.20.1 Tell me

A fieldwork report helps you process all the information that you have gathered during fieldwork. You sort your data, create tables and graphs, and select images. You interpret the data as text or annotated images then you synthesise, or pull together, all the data in a logical presentation to convey your ideas. Finally, you summarise all you have learned and collected in your fieldwork-based research in a statement or recommendations on the topic. A fieldwork report may be presented as a word-processed report; a wall-mounted, annotated visual display (AVD); an oral presentation, using PowerPoint as support; a podcast; an online publication; or another form of media.

How is a fieldwork report useful?

A fieldwork report is used to summarise the findings from your time in the field. Your fieldwork report will highlight a particular environment, social issue or key inquiry question that you are investigating. You may be presenting this information in order to inform your classmates, to raise community awareness, or to encourage a relevant authority to take action. Many organisations undertake fieldwork investigations to determine future plans.

Fieldwork reports are also useful for:

- synthesising and summarising all the information collected in the field
- displaying your ideas for classmates to see
- resolving land use issues, such as transport infras tructure expansions
- providing input to local and national government planning and strategies
- determining the route of a new bicycle path
- testing for mineral resources.

A good fieldwork report presented as an AVD:

- is clearly structured and has a title
- includes an introduction
- contains statements of findings, which provide a range of data sources, such as graphs (of various types), tables and photographs
- includes evidence that you have identified patterns in the data, been able to describe the current situation, and synthesised data to come up with a clear understanding of the topic clearly states limitations and successes has a conclusion.

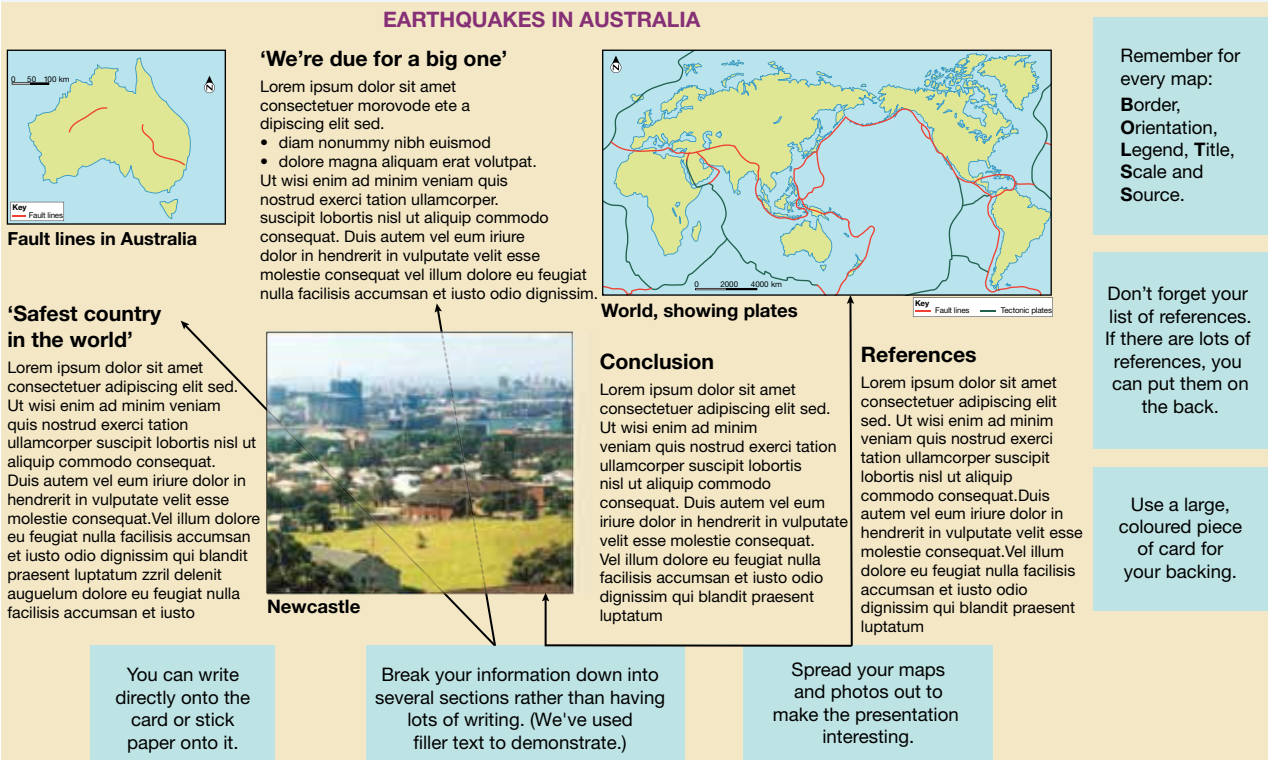
8.20.2 Show me

You will need:

- a large piece of chart paper on which to present your material
- a piece of A4 paper for planning the layout
- maps of the location
- data collected in the field that has been selected and processed to produce tables and a range of graphs
- photographs that have been selected for relevance and referred to in the text
- relevant secondary data.

Model

FIGURE 1 An AVD completed from secondary sources



Procedure

To complete an AVD you need to have all your information readily available.

Step 1

Determine a simple, short and concise title for your fieldwork study.

Step 2

On a separate sheet of paper, sketch a layout for your work. There are a number of things to consider when positioning material.

- A short and precise introduction should appear in the top left corner (see Step 3).
- A map showing location should be close to the introduction.
- You need to describe your method (see Step 4).
- Findings — the primary data collected — should be presented in tables, graphs and photographs (see Step 5).
- If you include secondary data, decide where it fits into the 'story' that is being told (see Step 6).
- State the limitations and successes of the fieldwork (see Step 7).
- Incorporate a conclusion (see Step 8).

Step 3

Begin with an introduction. This should be short and should state clearly the aims of the fieldwork and the location of the investigation, shown as a map. For example, 'This fieldwork aims to investigate [topic] and was undertaken at [place] on [dates]'.

Step 4

The next section is the method. State where you went within the broader location; what information you gathered; the methods you used to gather information; and why you collected that information. This should be a concise paragraph. For example: 'We visited three places along the coastline. One was a bayside beach

[name], the second a rocky headland [name] and the third an ocean beach [name]. We observed the waves, counted the tourists and photographed sand build-up at each site. We hoped this data would show…'

FIGURE 2 Sample layout of an AVD

<table>
<tr><td>Title</td><td rowspan="2">Map of location</td><td>Method</td></tr>
<tr><td>Introduction</td><td>Sketch</td></tr>
<tr><td>Photo
Analysis of photo</td><td rowspan="2">Bar graph

Analysis of bar graph</td><td>Analysis of a sketch</td></tr>
<tr><td>Analysis of table
Table</td><td>Limitations and successes</td></tr>
<tr><td>Secondary data, if used</td><td colspan="2">Conclusion</td></tr>
</table>

Step 5

The findings are the main focus of the report. This is where you present the information that you gathered in the field. It is important that your work has a clear structure to guide the reader through the development of the ideas. Look for interconnections between the data, and set out the information in an organised manner. **FIGURE 3** shows a section taken from an AVD.

The various maps, graphs, diagrams and photographs are presented in this section with a discussion of the important findings that each item of data reveals. Place the analysis close to each item of data.

It is a good idea to number the items and refer to the numbering system in the text; this ensures the reader is connecting with the appropriate data. For example, '**FIGURE 2** shows …' or 'The photograph in **FIGURE 5** displays …'

All data should incorporate the geographic conventions: BOLTSS. Annotations to photographs and diagrams are recommended, because these save space and connect the reader with the data.

FIGURE 3 Sample section showing text and photograph closely connected

When storms occur and waves are larger, more material is carried away in the backwash to deep water.

Backwash — the movement of water back to the sea is shifting sand, shells, seaweed and other materials down the beach and out to sea.

Step 6

Consider whether you need to include any information from a secondary source. This is information that is reported by someone else and appears in a magazine, newspaper, journal, government report or the internet, or is spoken (in a podcast, speech or interview, for example). This information is not the focus of your work and must only supplement your fieldwork findings. Therefore, it must be very brief. **FIGURE 4** shows how secondary data might be done as a précis in an AVD.

FIGURE 4 A secondary source and a précis of it for the AVD

Residents and beach visitors were treated to a spectacular sight when a large sand dredge began restoring the eroded beach to its former splendour. The beach had gradually been washed away with every winter storm that arrived.

Under a master plan for the area, a total revamp is planned, including recreating the beach. A partnership between council, the community and the state government, will contribute $5.4 million to the project, including adding 180 000 cubic metres of sand reclaimed from the sea. A new 50-metre-wide stretch of sand over a length of 900 metres will appear.

As the area had been neglected for some time, the master plan is extensive with plantings of native trees, enhancement of wetlands, plantings for shade, a foreshore bicycle trail, sealed parking bays and redevelopment of the Life Saving Club building, including a café. An up-and-coming local sculptor has kindly offered to donate a sculpture 'The Wave' to be placed along the foreshore. Council will support this installation.

The renourished beach is a reflection of Council's commitment to continually improving foreshore amenity for residents of the beach-going population.

The Inquirer, August 10, 2012

Précis of article

The recreated beach is 50 metres wide by 900 metres long. A sand dredge took 180 000 cubic metres of sand from the sea. Trees have been planted to hold soil and provide shade, the wetlands have been developed, and community wellbeing has been enhanced by a bicycle path, car parking and a cafe at the revamped surf lifesaving club.

Step 7

Include a statement about the limitations and successes of the fieldwork. The limitations should cover anything that went wrong or ways in which the fieldwork could be improved. The successes should include new things learned and any interest that you may have gained from the investigation.

Step 8

End your report with a conclusion. This should relate to the aims of the fieldwork. For example, 'From the fieldwork investigation, it is possible to conclude that …' Go back to your aims and check you have answered what you set out to discover.

on Resources

Video eLesson Writing a fieldwork report as an annotated visual display (AVD) (eles-1747)

Interactivity Writing a fieldwork report as an annotated visual display (AVD) (int-3365)

8.20.3 Let me do it

Complete the following activities to practise this skill.

8.20 ACTIVITIES

1. During Year 9 Geography, your class should undertake fieldwork. This lesson can only be completed after that has taken place. Some of the activities in this topic suggest undertaking fieldwork in the school grounds or at a local ***environment***. Practise an AVD layout to report your findings for one of these ***environments***. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. What forms of land degradation might you find in this ***environment***?
   b. How would you rate your local ***environment*** in terms of degradation?
   c. Can you suggest some activities that could help to improve the ***environment***?
   d. Which local authorities ought to be concerned about this ***environment***?
   e. How might you alert the local community to the degradation taking place?

Checklist

I have:

- clearly structured the layout
- included a title and introduction
- provided statements of findings from a range of data sources – various graph types, tables and photographs
- provided evidence that I have identified patterns in the data, been able to describe the current situation, and synthesised data to show a clear understanding of the topic
- clearly stated limitations and successes
- added a conclusion.

8.20.4 Key terms

correlation a relationship between the features

cumulative line graphs graphs with new sets of data shown in levels on the one graph, to show how each separate component contributes to the total

multiple line graphs graphs that include several separate lines on a single graph

pattern the way in which features are distributed or spread

9 Biomes and food production

LESSON SEQUENCE

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LESSON
9.1 Overview

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What on Earth are biomes? Are they just another part of the landscape or do we need them to survive?

9.1.1 Introduction

Where do the foods we eat and the natural products we use each day come from? The answer is biomes. Biomes are communities of plants and animals that extend over large areas. Some are dense forests; some are deserts; some are grasslands, like much of Australia; and so the variations continue. Within each biome, plants and animals have similar adaptations that allow them to survive.

Sourcing food is a fundamental part of every organism's life, and for many humans where their next meal will come from is a source of great worry. What are the foods we eat, and why do these vary across the globe? How do we modify biomes to produce the food we need, and how can we build on our understanding of food sourcing and production strategies to feed the world's future generations?

FIGURE 1 Do you know where all of your food comes from and how it is made?

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10601)

Video eLesson Bountiful biomes (eles-1717)

LESSON
9.2 What are the major biomes around the world?

LEARNING INTENTION

By the end of this lesson you should be able to describe the distribution of the Earth's major biomes and identify the similar characteristics that biomes share.

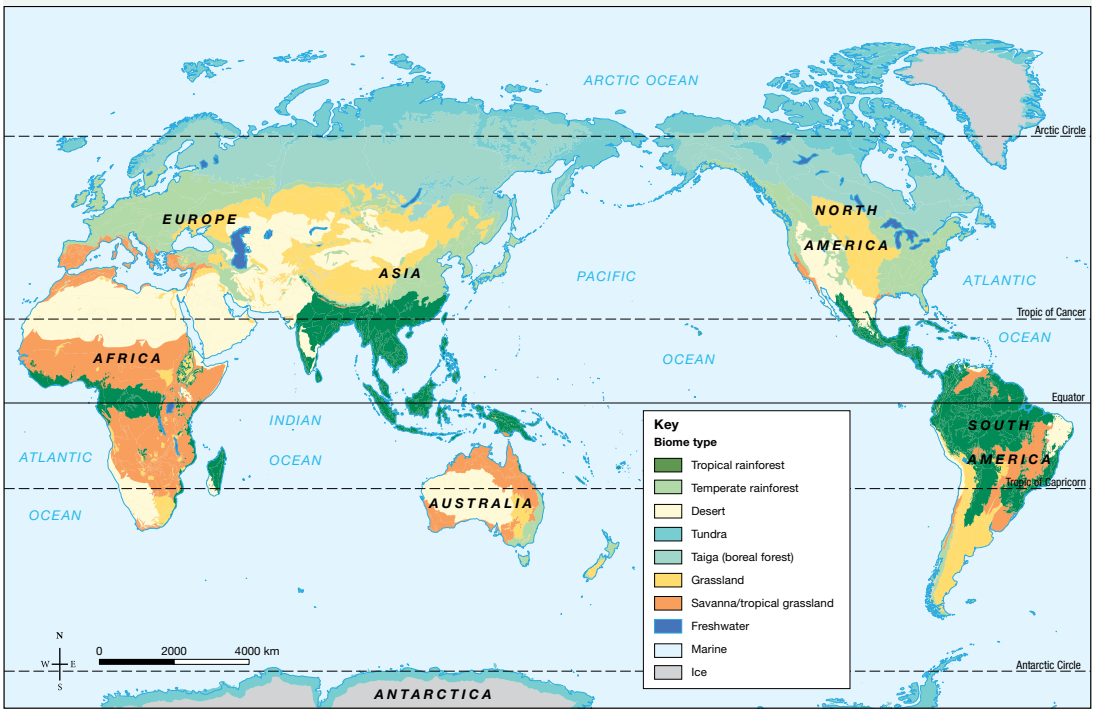
TUNE IN

Refer to **FIGURE 1**. Tropical rainforests are located near the equator, and taiga and tundra are located near the poles.

1. Can you suggest why this is so?
2. Why would the major deserts be located close to the tropics of Cancer and Capricorn?

int-7909

FIGURE 1 Major biomes of the world



Source: Redrawn by Spatial Vision based on the information from the Nature Conservancy and GIS Data.

9.2.1 The world's major biomes

Biomes are sometimes referred to as ecosystems. They are places that share a similar climate and life forms. There are five distinct terrestrial or land-based biomes across the Earth: forest, desert, grassland, tundra and aquatic. Within each, there are variations in the visible landscape, and in the plants and animals that have adapted to survive in a particular climate.

Forests

Forests are the most diverse ecosystems on the Earth. Around 1.5 to 1.7 billion people live in forests. Ranging from hot, wet, tropical rainforests to temperate forests, forest biomes have an abundance of plant and animal life. Over 50 per cent of all known plant and animal species are found in tropical rainforests. Forests are the

source of more than 7000 modern medicines, and many fruits and nuts originated in this biome. Forests help regulate global climate, because they absorb and use energy from the Sun rather than reflect it back into the atmosphere. Forest plants recycle water back into the atmosphere, produce the oxygen we breathe, and store the carbon we produce. Forests are under threat from **deforestation**.

Deserts

Deserts are places of low rainfall and comprise the arid and semi-arid regions of the world. Generally they are places of temperature extremes — hot by day and cold by night. Most animals that inhabit deserts are nocturnal (active at night), and desert vegetation is sparse. Desert rain often evaporates before it hits the ground, or else it falls in short, heavy bursts. Following periods of heavy rain, deserts teem with life. Not all deserts are hot. Antarctica and the Gobi Desert in central Asia are cold deserts. About 300 million people around the world live in desert regions.

Grasslands

Grasslands can be seen as transitional environments between forest and desert. Dominated by grass, they have small, widely spaced trees or no trees at all. The coarseness and height of the grass varies with location. They are mainly inhabited by grazing animals, reptiles and ground-nesting birds, though many other animals can be found in areas with more tree cover. Grasslands have long been prized for livestock grazing, but overgrazing is unsustainable and places grasslands at risk of becoming deserts. More than 1 billion people inhabit the grassland areas of the world.

Tundra

Tundra is found in the coldest regions of the world, and lies beyond the **treeline**. Around 4 million people live in this biome. The landscape is characterised by grasses, dwarf shrubs, mosses and lichens. The growing season is short. Tundra falls into three distinct categories — Arctic, Antarctic and alpine — but they share the common characteristic of low temperatures. In Arctic regions there is a layer beneath the surface known as permafrost — permanently frozen ground. The tundra biome is the most vulnerable to global warming, because its plants and animals have little tolerance for environmental changes that reduce snow cover.

FIGURE 2 Forest biome

FIGURE 3 Desert biome

FIGURE 4 Grassland biome

deforestation clearing forests to make way for housing or agricultural development

tundra the area lying beyond the treeline in polar or alpine regions

treeline the edge of the area in which trees are able to grow

Aquatic

Water covers about three-quarters of the Earth. Aquatic biomes can be classified as freshwater or marine. Freshwater biomes contain very little salt and are found on land; these include lakes, rivers and wetlands. Marine biomes are the saltwater regions of the Earth and include oceans, coral reefs and estuaries. Marine environments are teeming with plant and animal life, and are a major food source. Compounds from marine life have also been used in products such as cosmetics and toothpaste. Elements taken from the roots of mangroves have been used in the development of cancer medications.

FIGURE 5 Tundra biome

FIGURE 6 Aquatic biome

on Resources

Interactivity Beautiful biomes (int-3317)

9.2 SKILL ACTIVITY: Questioning and researching using geographical methods

1. **Investigate** one of the Australian biomes and **examine** how plants and animals have adapted to survive in it. **Create** a class collage depicting the way plants and animals have adapted to the Australian environment.
2. **Explore** what this biome is like in another place on Earth. With the aid of a Venn diagram, **compare** the two places.

9.2 Exercise

learnon

9.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 5, 6	2, 4, 7, 8	9, 10

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Check your understanding

1. **Identify** which terrestrial biome has the greatest biodiversity.
   - A. Tundra
   - B. Aquatic
   - C. Grassland
   - D. Forest
2. **Select** which of the following are the broad characteristics shared by a type of biome. Choose all that apply.
   - A. Climate
   - B. Longitude
   - C. Life forms
   - D. All of the above
3. **Identify** the five major biomes of the Earth and classify them as either aquatic or terrestrial.
4. Look carefully at **FIGURE 1**. Using geographic terminology and concepts (including reference to latitude), **identify** the location and characteristics of the major biomes.
5. **Reflect on** what you have learned about forest biomes.
   a. Complete the following sentences.
   Over _____ of all known plant and animal species are found in _____ rainforests. Forests are the source of over _____ modern medicines, and many fruits and nuts originate in this biome.
   b. **Explain** why rainforests are sometimes referred to as the Earth's lungs.
6. Are all biomes equally important? **Explain** your answer.

Apply your understanding

Communicating

7. **Explain** the important functions performed by the forest biome.
8. **Select** one of the categories of biomes described in this lesson. **Suggest** how this biome might be changed and used by humans and what impact this change might have on the environment.

Concluding and decision-making

9. **Predict** what might happen if the permafrost beneath the Arctic surface thawed.
10. 'Deserts are a dry, lifeless plain.' To what extent do you agree with this statement? **Reflect**.

LESSON
9.3 How do we characterise biomes?

LEARNING INTENTION

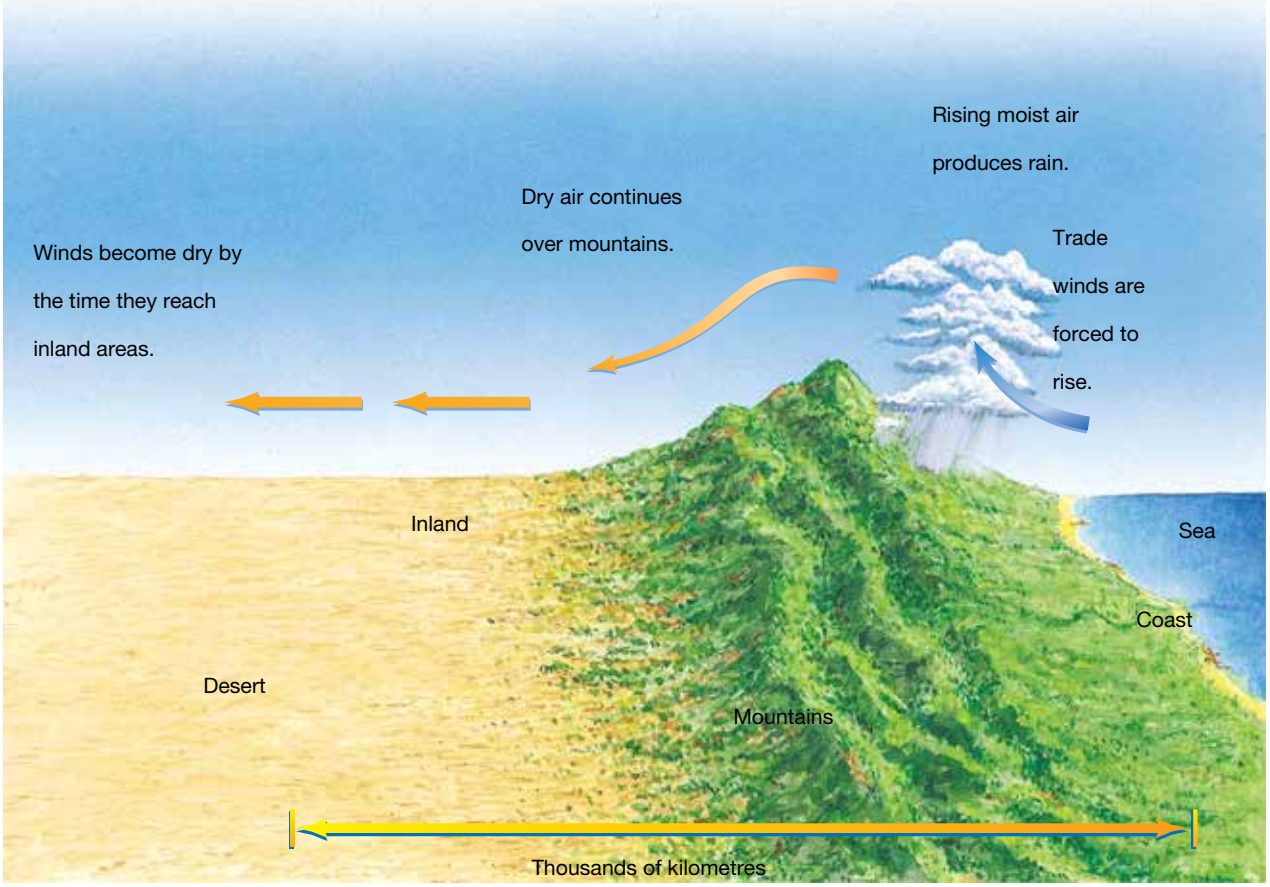
By the end of this lesson you should be able to identify and explain the factors that influence the development of biomes and explain why biomes vary across the surface of the Earth.

TUNE IN

int-3628

Different biomes are located in different places over the Earth's surface. Variations in temperature and rainfall lead to the development of different soil conditions. The interaction between the different biophysical environmental elements can be used to explain all biodiversity on the planet.

FIGURE 1 The process of rain shadows forming on the leeward side of mountains



Refer to **FIGURE 1**.

1. Describe the seasonal temperature and rainfall variations where you live and comment on how these elements have led to 'your' biome.
2. How can topography create variations within biomes? Also consider the impact of the 'rain shadow effect' in your answer. Refer to **FIGURE 1** for ideas.

9.3.1 Climate's influence on biomes

Biomes are controlled by climate. In turn, climate is influenced by factors such as latitude, altitude and distance from the sea, the direction of prevailing winds, and the location of mountain ranges. These play a key role in determining a region's climate and soil, which ultimately influence which plants and animals will inhabit it.

Temperature and rainfall patterns across the Earth determine which plant and animal species can survive in a particular biome. For instance, a polar bear could not survive in the hot climate of a desert or a tropical rainforest. Camels would not survive in the polar regions of the Earth, and fish cannot survive without water. The plants and animals of a region have adapted over time to the variations in the region's climate conditions. Similarities have been found in the adaptations of plant and animal species in mountain regions and those found near the poles.

precipitation the forms in which moisture is returned to the Earth from the sky, most commonly in the form of rain, hail, sleet and snow

rain shadow the dry area on the leeward side of a mountain range

leeward describes the area behind a mountain range, away from the moist prevailing winds

windward describes the side of the mountain that faces the prevailing winds

FIGURE 2 Mt Kilimanjaro: its altitude is the reason it has snow on its summit.

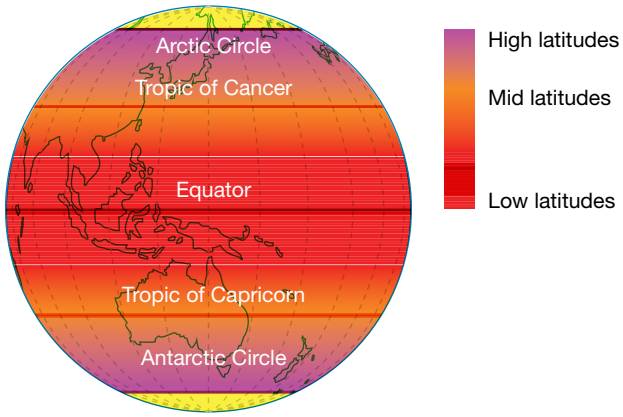
Landform

The major geographical influence on climate is the location of mountain ranges (see **FIGURE 1**). Mountain ranges affect the amount of **precipitation** that reaches inland areas, because they pose a barrier to moisture-laden prevailing winds. **Rain shadows** form on the **leeward** side of mountains (opposite to the **windward** side). Deserts often form in rain shadows.

Altitude also plays a significant role in determining the climate. Temperatures fall by 0.65 °C for every 100 metre increase in elevation. This can be illustrated by Mt Kilimanjaro (**FIGURE 2**), which is located on the border of Tanzania and Kenya, in Africa, at approximately 3° latitude from the equator. Towering

5895 metres above sea level, Mt Kilimanjaro is the highest mountain in Africa. Depending on the time of the day, the temperature at the base of the mountain ranges from 21 °C to 27 °C. At the summit, temperatures can plummet to –26 °C. As you move from base to summit, variations occur in the landscape as it transitions from rainforest to alpine desert to desert tundra.

FIGURE 3 Latitude is a key factor in climate.



Latitude

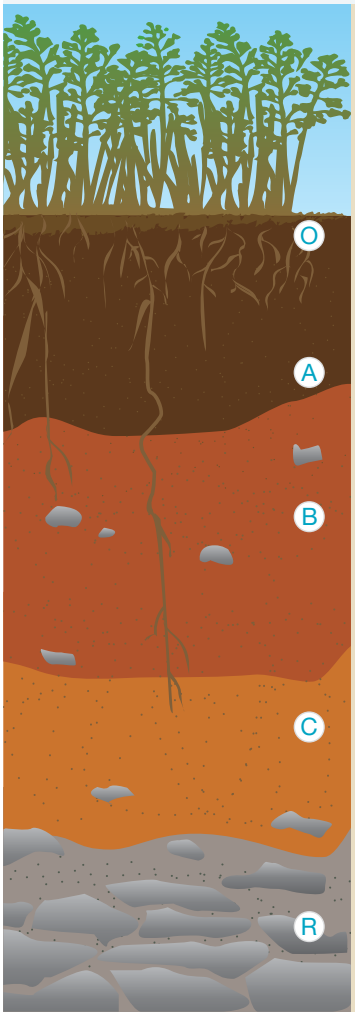
The Sun's rays are more direct at the equator. With more energy focused on that region, it heats up faster. At the poles, the Sun's rays are spread over a larger area and therefore cannot heat up as effectively. As a result, areas at the poles are much cooler than areas at the equator (see **FIGURE 3**).

The tilt of the Earth on its axis also has a role to play. When a hemisphere tilts towards the Sun, the Sun's rays hit it more directly. This means that a larger space is in more intense sunlight for longer. The days are longer and warmer, and the hemisphere experiences summer. The reverse is true when a hemisphere tilts away from the Sun in winter. Recent studies including the Milankovich Cycle suggest there are periodic shifts in the Earth's axial tilt which could explain why ice ages occur.

Ocean currents and air movement

When cold ocean currents flow close to a warm land mass, a desert is more likely to form. This is because cold ocean currents cool the air above, causing less evaporation and making the air drier. As this air moves over the warm land, it heats up, making it less likely to release any moisture it holds; thus, deserts form. For example, cold ocean currents flow off the coast of Western Australia, while Australia's east-coast Pacific Ocean currents are warmer. As a result, Perth on average receives less rainfall than Sydney.

FIGURE 4 A typical soil profile has a number of distinct layers.



Horizon O (organic matter): A thin layer of decomposing matter, humus, and material that has not started to decompose, such as leaf litter

Horizon A (topsoil): The upper layer of soil, nearest the surface. It is rich in nutrients to support plant growth and usually dark in colour. Most plant roots and soil organisms are found in this horizon, which will also contain some minerals. In areas of high rainfall, such as tropical rainforests, minerals will be leached out of this layer. A constant supply of decomposing organic matter is needed to maintain soil fertility.

Horizon B (subsoil): Plant litter is not present in horizon B; as a result, little humus is present. Nutrients leached from horizon A accumulate in this layer, which will be lighter in colour and contain more minerals than the horizon above.

Horizon C (parent material): Weathered rock that has not broken down far enough to be soil. Nutrients leached from horizon A are also found in this layer. It will have a high mineral content; the type is determined by the underlying bedrock.

Horizon R (bedrock): Underlying layer of partly weathered rock

9.3.2 The role of soil in biomes

int-3608

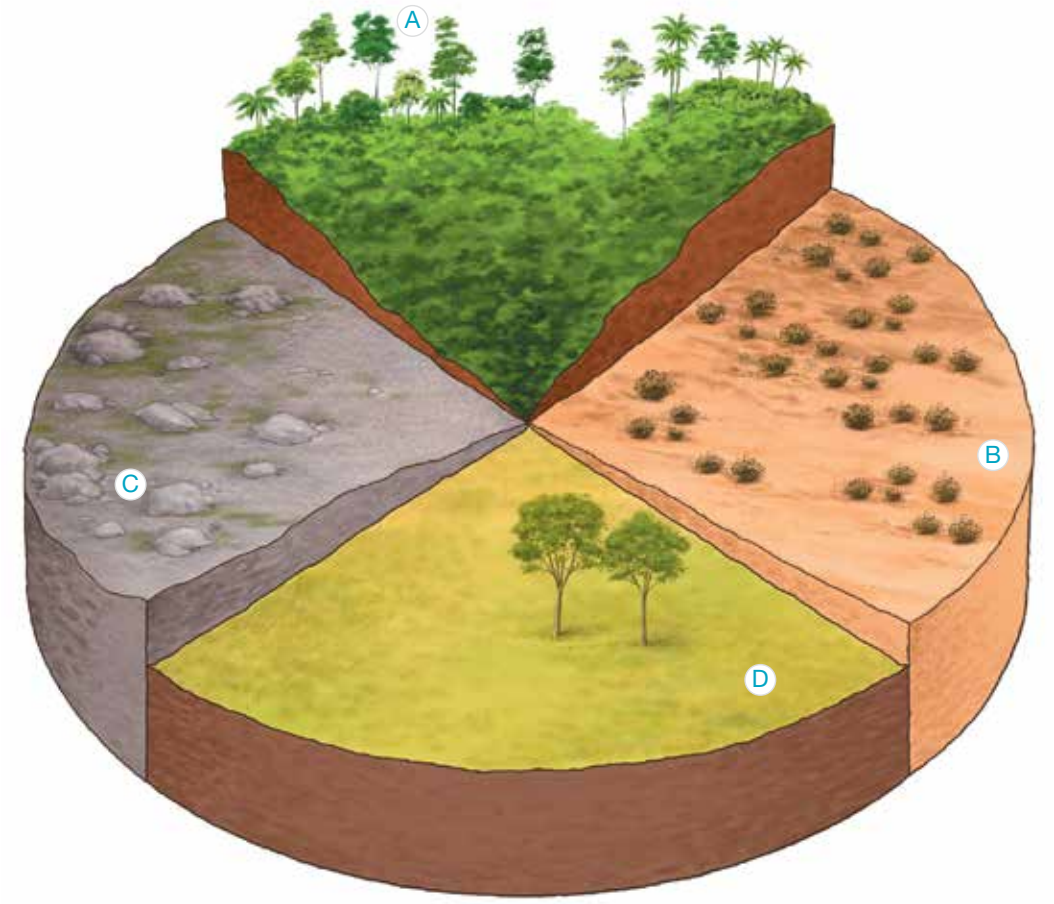
Soil is important in determining which plants and animals inhabit a particular biome. Soils not only vary around the world but also within regions. The characteristics of soil are determined by:

- temperature
- rainfall
- the rocks and minerals that make up the bedrock, which is the basis of soil development.

The amount of vegetation present also plays an important role in determining the quality of the soil. **FIGURE 4** shows a typical soil profile. The different soil layers are referred to as horizons.

int-7912

FIGURE 5 Different biomes have different soil and vegetation characteristics.



A Tropical rainforest

- High temperatures cause weathering, or breakdown, of rocks and organic matter.
- High rainfall leaches nutrients from the soil.
- Soil is often reddish because of high iron levels.
- Organic matter is often a shallow layer on the surface. Nutrients are constantly recycled, allowing the rainforest to flourish.
- Soil fertility is rapidly lost if trees are removed, as the supply of organic material is no longer present.

B Desert

- Limited vegetation means a limited supply of organic material for soil development.
- High temperatures rapidly break down any organic material.
- Soils are pale in colour rather than dark.
- Lack of rainfall limits plant growth.
- Lack of vegetation makes surface soil unstable and easily blown away.
- Soil does not have time to develop and mature.

C Temperate

- Generally brown in colour, soils have distinctive horizons and are generally about a metre deep.
- Soils are ideal for agriculture; they are not subjected to the extremes of climate found in high and low latitudes.
- Moderate climate; temperature and rainfall are sufficient for plant growth.
- Dominated by temperate grasslands and deciduous forests.

D Tundra

- Soil is shallow and poorly developed.
- Some layers are frozen for long periods.
- Subsoil may be permanently frozen.
- Soil is covered by ice and snow for most of the year.
- Growing season may be limited to a few weeks.
- Soil may contain large amounts of organic material but extreme cold means it breaks down very slowly.
- Trees are absent; mosses and stunted grasses dominate.

Why do soils differ?

Biomes located in the high latitudes (those farthest from the equator) have lower temperatures and less exposure to sunlight than biomes located in the low latitudes (those close to the equator). There are also variations in the amount of precipitation that biomes receive. This is determined partly by their location in relation to the equator: lower latitude regions generally receive more precipitation than those in higher latitudes.

Temperature and precipitation patterns are important factors in determining the rate of soil development. In addition, soil moisture, its nutrient content and the length of the growing season also play key roles in soil development and, ultimately, the biodiversity of a biome.

Soil is more abundant in biomes that have both high temperatures and high moisture than in cold, dry regions. This is because erosion of bedrock is more rapid when moisture content is high, and organic material decomposes at a faster rate in high temperatures. The decomposition of organic matter provides the nutrients needed for plant growth; these plants in turn die and decompose in a continuous cycle. This is further demonstrated in **FIGURE 5**.

on Resources

Interactivities Why are biomes different? (int-3319)
The formation of rain-shadow deserts (int-3628)

9.3 SKILL ACTIVITY: Interpreting and analysing geographical data and information

Use your atlas to locate Rwanda in central Africa.

1. What type of biome would you expect to find in Rwanda? **Justify** your answer.
2. What do you think the soil would be like in Rwanda? Use the internet to test your theory.

9.3 Exercise

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9.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 6	3, 9	4, 7, 8, 10

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Check your understanding

1. Water and heat are the major influences on the development of biomes. True or false?
2. The difference between the windward and leeward sides of a mountain range is
   - A. windward is always to the west.
   - B. leeward is close to the sea.
   - C. windward faces the direction of the wind and leeward is on the opposite side of a mountain.
3. **Consider** how temperature and rainfall can influence the development of soil across different biomes.
4. **Investigate** the different characteristics of soils in the tropical rainforest, tundra, desert and temperate biomes.
5. **Describe** the role played by soil organisms in maintaining soil quality and fertility.

Apply your understanding

Communicating

6. **State** why you would expect to find soil variations within biomes. **Justify** your answer.
7. **Predict** the changes that might occur if earthworms or micro-organisms within the soil were no longer present.
8. **Discuss** what type of climate and biomes you would expect to find at the equator. Why?

Interpreting and analysing geographical data and information

9. **Consider** the climate and landscape on Mt Kilimanjaro. Why is there so much variation?
10. **Investigate** some of the factors that create variations in biomes.

LESSON
9.4 What are Australia's major biomes?

LEARNING INTENTION

By the end of this lesson you should be able to explain why Australia has such a diverse range of biomes.

TUNE IN

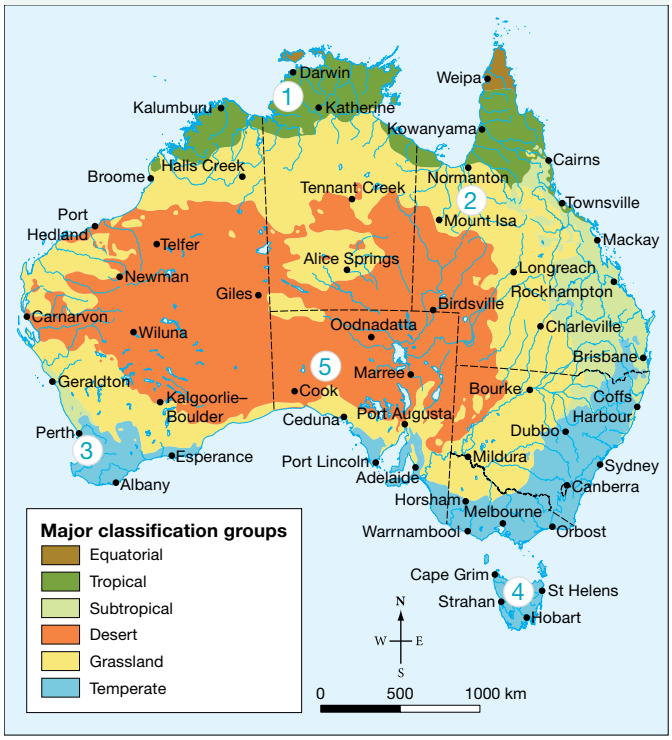
Australia as a landmass has a significant range of contrasting biomes.

Refer to **FIGURE 1**.

1. Which is the largest biome on the map in terms of area?
2. Locate on the map which biome you live in and give its name.

int-5580

FIGURE 1 Climate classification of Australia



Source: Data copyright Commonwealth of Australia, 2013 Bureau of Meteorology. Map drawn by Spatial Vision.

9.4.1 Factors shaping Australian biomes

Australia is a land of contrasts. Its mountain ranges and river systems are small by world standards. In the north there are tropical rainforests and savanna grasslands. In the centre there is a wide expanse of desert that is second in area only to the Sahara Desert in Africa. In the south, temperate forests and grasslands dominate. Australia also has vast wetlands and coastal ecosystems.

Before European colonisation, the Australian landscape was shaped largely by natural processes and traditional practices. With European occupation came large-scale land clearing, irrigation of the land through water diversion from rivers, and the draining of wetlands. New plant and animal species were introduced to the landscape. However, despite the large-scale changes made since European occupation, Australia's major biomes are still clearly evident.

Wetlands and rivers

In tropical northern Australia, wetlands have been inhabited by First Nations Australian Peoples since the beginning of The Dreaming (more than 50 000 years). These areas provided them with food and water, and they use wetland plants such as river reeds and lily leaves to make fishing traps. Today, wetlands are still important habitats for native and migratory birds. In many parts of Australia, they are under threat, because water is diverted from rivers to produce food crops and cotton.

FIGURE 2 This billabong in Kakadu National Park is part of an extensive wetland system.

Savanna (grasslands)

Grassland, pampas, savanna, chaparral, cerrado, prairie, rangeland and steppe all refer to a generally flat landscape that is dominated by grass. This biome generally has few or no trees, though there may be more tree cover in adjoining areas, such as along riverbanks.

Grasslands are found in places where there is not enough rain to support a forest but there is too much rain for a desert; for this reason they are sometimes referred to as a transitional landscape. They occur in both temperate and tropical areas where rainfall is between 250 mm and 900 mm per year. In tropical regions, grasslands tend to have a distinct wet and dry season. In temperate regions, the summers tend to be hot and the winters cool. Generally, grasslands in the southern hemisphere receive more rainfall.

Grasslands are very fragile and without careful management can quickly change to desert. Many grasslands depend on a regular cycle of burning to germinate their seeds and to revive the land. Periodic burning also prevents trees from gaining dominance in the landscape. For many native animal species, grasslands also provide vital habitat and protection from predators. First Nations Australian Peoples hunted for food in grasslands, using low-burning fires to flush out wildlife; however, since European occupation grasslands have been used extensively for grazing and access to native animal populations has decreased.

FIGURE 3 Savanna biomes are typically dominated by grasses and scattered trees.

FIGURE 4 Seagrass meadows provide food, shelter and breeding grounds for marine life.

Seagrass meadows

Seagrasses are submerged flowering plants that form colonies off long, sandy ocean beaches, creating dense areas that resemble meadows. Of the 60

known species of seagrass, at least half are found in Australia's tropical and temperate waters. Western Australia is home to some of the largest seagrass meadows, including the Wooramel seagrass bank in the Shark Bay World Heritage area, the largest seagrass bank in the world. Seagrasses provide important habitats for a wide variety of marine creatures, including rock lobsters, dugongs and sea turtles. They also absorb nutrients from coastal run-off, slow water flow, help stabilise sediment, and keep water clear.

Old-growth forests

An old-growth forest is one in its oldest growth stage. It is multi-layered, and the trees are of mixed ages. Generally, there are few signs of human disturbance. These forests are biologically diverse, often home to rare or endangered species, and show signs of natural regeneration and decomposition. The trees within some old-growth forests have been felled for their timber and to create paper products. **Logging** can reduce **biodiversity**, affecting not only the forest itself but also the indigenous plant and animal species that rely on the old-growth habitat. It is estimated that **clear-felling** of Tasmania's old-growth forests would release as much as 650 tonnes of carbon per hectare into the atmosphere.

FIGURE 5 Different layers of vegetation can be seen in old-growth forests.

FIGURE 6 Vegetation in desert biomes has specific adaptations that enable it to survive.

Deserts

Australian deserts are places of temperature extremes. During the day, temperatures sometimes exceed 50 °C, but at night this can drop to freezing. Some, such as the Simpson Desert and the Great Sandy Desert, are dominated by sand. The Nullarbor Plain and Barkly Tableland are mainly smooth and flat, while the Gibson Desert and Sturt Stony Desert contain low, rocky hills. In some areas, the landscape is dominated by spinifex and acacia shrubs.

logging large-scale cutting down, processing and removal of trees from an area

biodiversity the variety of plant and animal life within an area

clear-felling the removal of all trees in an area

9.4 SKILL ACTIVITY: Interpreting and analysing geographical data and information, Communicating

Select one of the climate zones shown in **FIGURE 1** and **investigate** the biomes found within it. Prepare a report on the importance of one of these biomes and **discuss** how it has changed over time. What do you think should be done to protect it?

9.4 Exercise

learnon

9.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 6, 7	3, 4, 8	9, 10

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Check your understanding

1. Complete the following sentence:
   Biodiversity refers to the _____ of flora and _____ in an area. It is an _____ component of ensuring a _____ environment and maintaining the _____ of ecosystems.
2. **Identify** the eight types of biomes you would expect to find in Australia.
   - A. Old-growth forests
   - B. Seagrass meadows
   - C. Savanna
   - D. Wetlands and rivers
   - E. Prairie
   - F. Tropical rainforests
   - G. Coral reefs
   - H. Mountains
   - I. Steppe
   - J. Desert
3. Most of Australia's native grasslands have disappeared due to the introduction of European plants. True or false?
4. With the aid of a flow diagram, **reflect** on how the Australian environment changed when European occupiers arrived. Include the following: natural processes, wetland draining, land clearing, introduced species, irrigation.
5. **Explain** why Australia has such a wide variety of biomes.

Apply your understanding

Communicating

6. **Identify** three environmental impacts of clear-felling Australia's old-growth forests.
   - A. Creation of new habitats
   - B. Large amounts of carbon released into the atmosphere
   - C. Forests replaced by plantation timber
   - D. Reduction in biodiversity
   - E. Increased sediment in waterways
7. **Judge** the impact of draining wetlands on native and migratory birds.
8. **Predict** what might happen if Australia's old-growth forests were logged.
9. **Propose** why burning is an essential element in maintaining the grassland biome.
10. **Justify** why seagrass meadows are often referred to as 'the forests of the sea'.

LESSON
9.5 What is the importance of biomes to humans?

LEARNING INTENTION

By the end of this lesson you should be able to describe the characteristics, role and importance of at least one biome.

TUNE IN

Humans have created their own biomes by selectively planting cereal crops and developing grassland to feed grazing animals for food production.

FIGURE 1 Human induced grasslands used for grazing farm animals

Refer to **FIGURE 1**.

The grassland shown in **FIGURE 1** is typical of rolling country suited to grazing animals. The image indicates that the land has been cleared of trees with some evidence of what would have been the natural biome for the area.

1. Why would a farmer retain some trees on grazing land?
2. Why would this property be unsuited to growing cereal crops such as wheat?

9.5.1 Grasslands

Grasslands can occur naturally or as a result of human activity. The presence of large numbers of grazing animals and frequent fires prevent the growth of tree seedlings and promote the spread of grasses. Unlike other plant species, grasses can continue to grow even when they are continually grazed by animals because their growth points are low and close to the soil. Because grasses are fast-growing, they can support a high density

of grazing animals, and they regenerate quickly after fire.

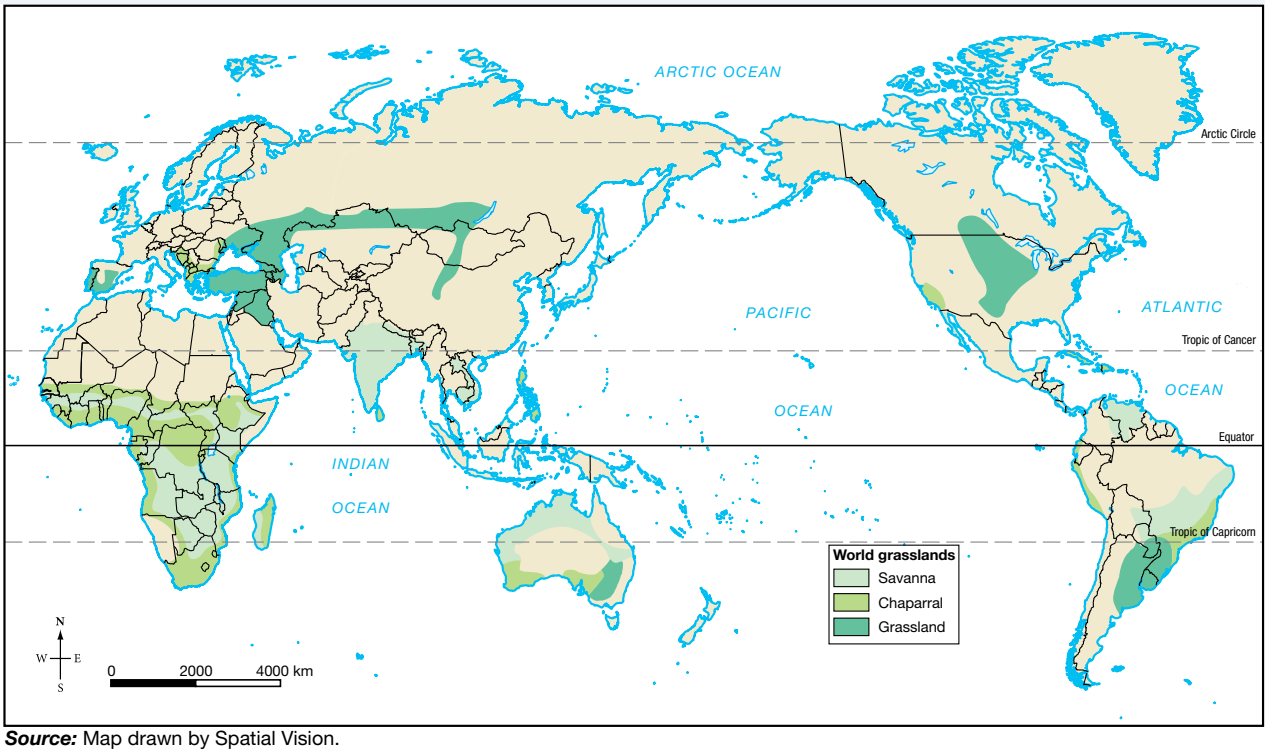
Some grasses can be up to 2 metres in height, with roots extending up to 1 metre below the soil. The biome depends on annual regeneration of its grasses, so it is almost impossible to re-establish a grassland ecosystem once desert has taken over.

FIGURE 2 Wheat production in Australia brings about $5 billion to the Australian economy annually.

Grasslands are the most useful biome for agriculture because the soils are generally deep and fertile. Almost 1 billion people depend on grasslands for their livelihood or as a food source. Grasslands are ideally suited for growing crops or creating pasture for grazing animals. The prairies of North America, for example, are one of the richest agricultural regions on Earth.

int-7913

FIGURE 3 Grasslands occupy about a quarter of the Earth's land surface.



Source: Map drawn by Spatial Vision.

In more recent times, grasslands have been used for livestock grazing and are increasingly under pressure from **urbanisation**. Grasslands have also become popular tourist destinations, with people flocking to them to see majestic herds such as wildebeest, caribou and zebra, as well as the migratory birds that periodically inhabit these environments.

All the major food grains — corn, wheat, oats, barley, millet, rye and sorghum — have their origins in the grassland biome. Wild varieties of these grains are used to help keep cultivated strains disease free. Many native grass species have been used to treat diseases including HIV and cancer. Others have proven to have properties useful for treating headaches and toothache.

urbanisation the growth and spread of cities

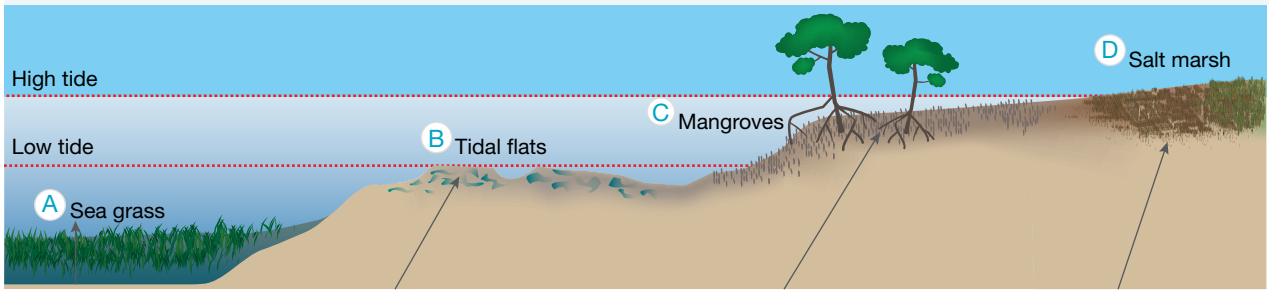
Grasslands are also the source of a variety of plants whose fibres can be woven into clothing. The best known and most widely used fibre is cotton. Harvested from the cottonseed, it is used to produce yarn that is then knitted or sewn to make clothing. Lesser known fibres include flax and hemp. Harvested from the stalk of the plant, both fibres are much sturdier and more rigid than cotton but can be woven to produce fabric. Hemp in particular is highly absorbent and has UV-blocking qualities.

FIGURE 4 Grasslands can support a high density of grazing animals. In Australia, this includes fine wool production.

Once, grasslands occupied about 42 per cent of the Earth's land surface, but today they make up about 25 per cent. In Australia today, less than one per cent of native grasslands survive, and they are now considered one of the most threatened Australian habitats. Since European occupation, most native grassland has been removed or changed by farming and other development. Vast areas of grassland were cleared for crops, and introduced grasses were planted for grazing animals such as sheep and cattle.

int-5576

FIGURE 5 Cross-section of a wetland



A Seagrass meadows:
- are covered by water all the time
- bind the mud and provide shelter for young fish
- produce **organic matter**, which is consumed by marine creatures.

B Tidal flats:
- are covered by tides most of the time
- are exposed for short periods of the day (low tide)
- are formed by silt and sand that has been deposited by tides and rivers
- provide a feeding area for birds and fish.

C Mangroves:
- have **pneumatophores** that trap sediment and pollutants from the land and sea
- change shallow water into swampland
- store water and release it slowly into the ecosystem
- have leaves that decompose and provide a food source for marine life
- provide shelter, breeding grounds and a nursery for marine creatures and birds.

D Salt marshes:
- are covered by water several times per year
- provide decomposing plant matter — an additional food source for marine life
- have high concentrations of salt.

organic matter decomposing remains of plant or animal matter

pneumatophores exposed root system of mangroves, which enables them to take in air when the tide is in

9.5.2 Coastal wetlands

Wetlands are biomes where the ground is saturated, either permanently or seasonally. They are found on every continent except Antarctica. Wetlands include areas that are commonly referred to as marshes, swamps and bogs. In coastal areas they are often tidal and are flooded for part of the day. In the past they were often considered a 'waste of space', and in developed nations they were sometimes drained for agriculture or the spread of urban settlements.

Wetlands are a highly productive biome. They provide important habitats and breeding grounds for a variety of marine and freshwater species. In fact, a wide variety of aquatic species that we eat, such as fish, begin their life cycle in the sheltered waters of wetlands. They are also important nesting places for a large number of migratory birds.

Wetlands are a natural filtering system and help purify water and filter out pollutants before they reach the coast. In addition, they help regulate river flow and stabilise the shoreline. **FIGURE 5** shows a cross-section through a mangrove wetland.

FIGURE 6 Pneumatophores — the exposed root system of mangroves

FIGURE 7 The Ord River Delta in Western Australia, with mangroves lining the water channels

9.5.3 Coral reefs

Coral reefs are found in spaces around tropical and subtropical shores. They require specific temperatures and sea conditions and an area free from sediment. Coral reefs are built by tiny animals called coral polyps by secreting calcium carbonate underneath their body to create the hard coral structures seen in a coral reef. A reef is a layer of living coral growing on the remains of millions of layers of dead coral. There are inner and outer reefs as well as coral cays (small islands of coral) and coral atolls. Coral reefs are one of the oldest and most diverse ecosystems on Earth and also one of the most vulnerable to human activity.

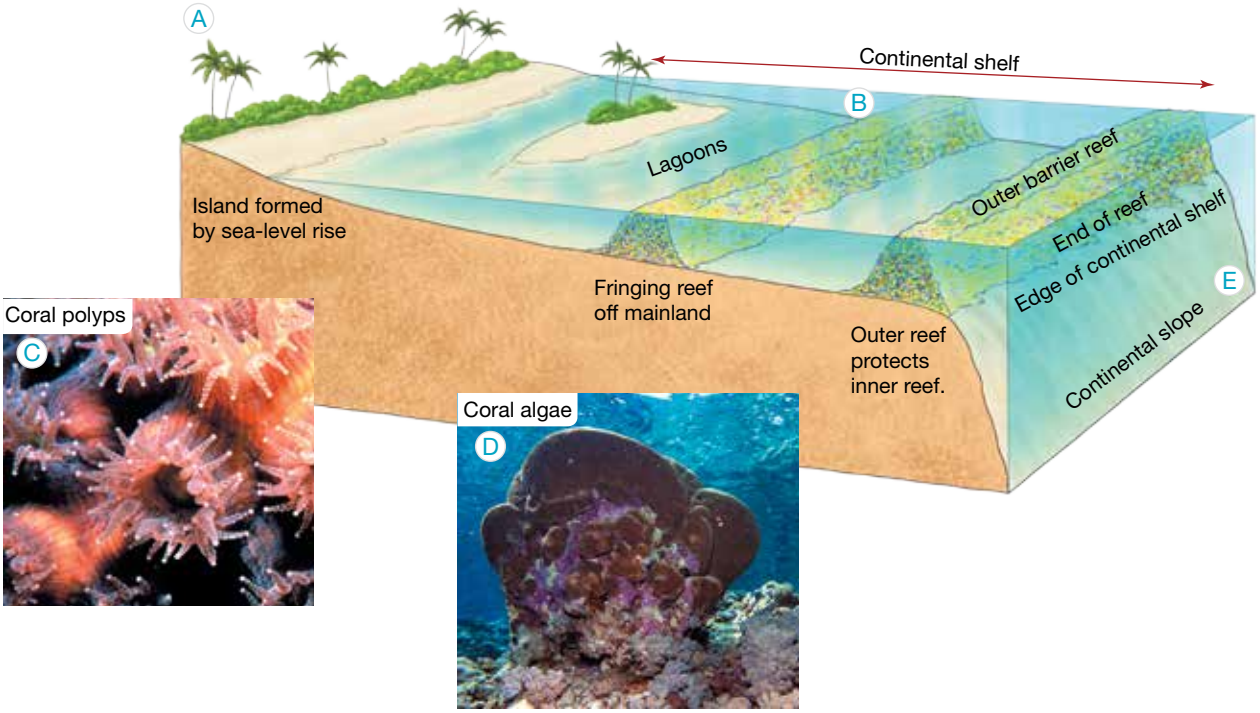
FIGURE 8 outlines the anatomy of a coral reef, and provides a close-up image of some of the millions of coral polyps that combine to form a reef. **FIGURE 9** shows how different reefs are formed over time.

Today, about 500 million people rely on reef systems, either for their livelihood, as a source of food, or as a means of protecting their homes along the coastline. (Coral reefs help break up wave action, so waves have less energy when they reach the shoreline, thus reducing coastal erosion.) It is estimated that coral reefs contribute between US$28.8 billion and US$375 billion to the global economy each year.

Reefs are important to both the fishing and tourism industries. Approximately 2 million people visit Australia's Great Barrier Reef Marine Park each year, generating more than A$2 billion for the local economy. Nearly one-third of all tourists who visit Australia visit the Great Barrier Reef. Ningaloo Reef does not attract quite as many tourists, but it is one of the world's longest fringing reefs — and one of the easiest to access as it is so close to shore. Tourist numbers to the area have been increasing by around 10 per cent each year.

FIGURE 8 Anatomy of a coral reef

int-7914



- **A** Continental island and fringing reef
- **B**
  - Corals form in warm shallow saltwater where the temperature is between 18 °C and 26 °C.
  - Water must be clear, with abundant sunlight and gentle wave action to provide oxygen and distribute nutrients.
- **C** Coral polyps have soft, hollow bodies shaped like a sac with tentacles around the opening. They cover themselves in a limestone skeleton and divide and form new polyps.
- **D** Producers such as algae give coral its colour and provide a food source for marine life such as fish. Coral reefs support at least one-third of all marine species. They are the marine equivalent of the tropical rainforest.
- **E** Beyond the continental shelf, the water is too deep and cold for coral. Sunlight cannot penetrate to allow coral growth.

Coral reefs have been found to contain compounds vital to the development of new medicines:

- Painkillers have been developed from the venom of cone shells.
- Some cancer treatments come from algae.
- Treatments for cardiovascular disease and HIV include compounds that were originally found in coral reefs.

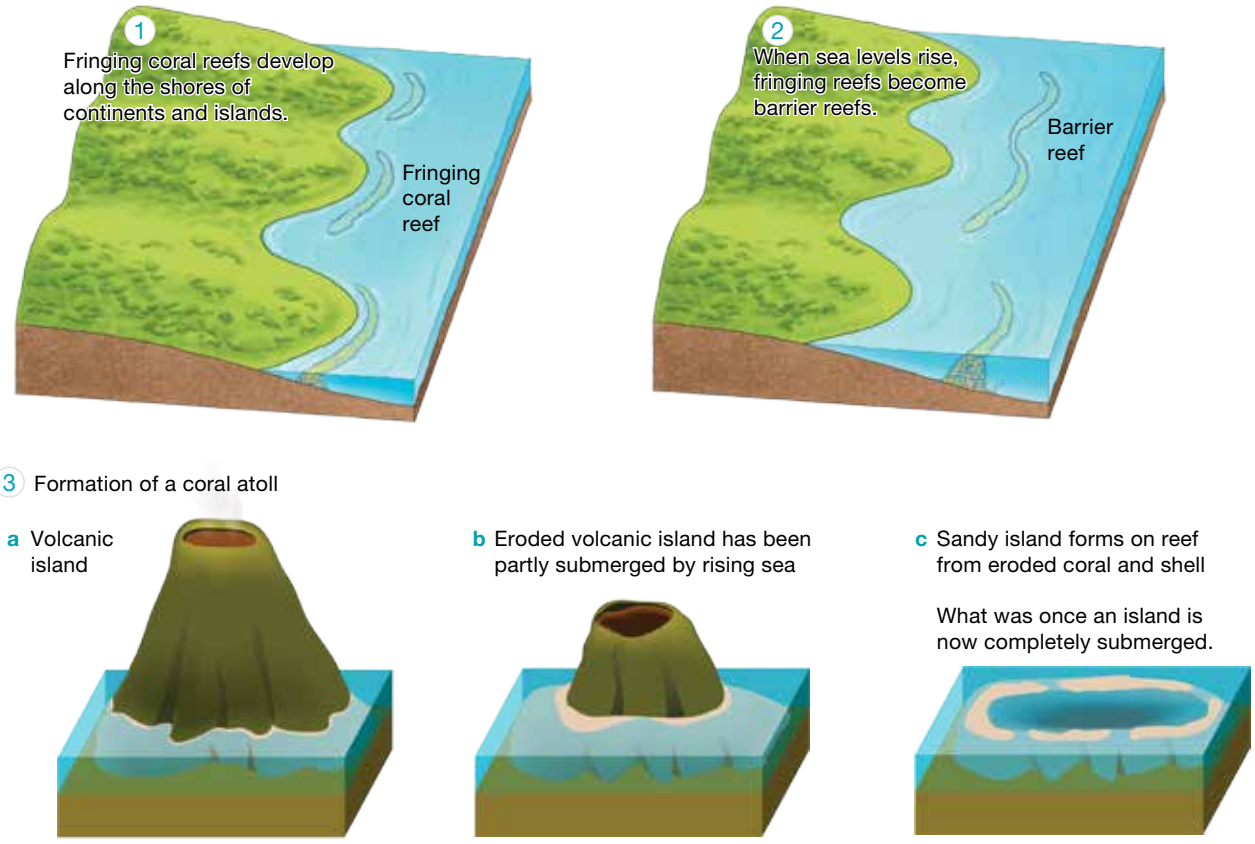
Threats to coral reefs

Reefs face a variety of threats:

- Urban development requires land clearing and wetland drainage, which increases erosion. Sediment washed into water prevents sunlight penetrating the water.
- Contamination by fossil fuels, chemical waste and agricultural fertilisers pollutes the sea.
- Tourism damages coral through boats dropping anchor, or tourists taking coral or walking on it.
- Global warming increases water temperature, which bleaches the coral, turning it white and destroying the reef system.
- Predators, such as the crown of thorns starfish, prey on coral polyps, which affects the whole ecosystem.
- Ocean acidification which changes the pH of the water leading to a hostile environment.

FIGURE 9 The formation of fringing reefs, barrier reefs and coral atolls

int-7915



DISCUSS

Few people realise that less than one per cent of Australia's native grasslands survives. Why does such a significant loss of grassland biomes not attract the same attention as the loss of other biomes, such as our tropical rainforest and coral reefs? How would each of the following groups perceive the value of grasslands?

a. Graziers (sheep and cattle farmers)
b. City dwellers
c. Environmentalists
d. International tourists
e. Traditional owners

on Resources

Interactivities Grass, grains and grazing (int-3318)

9.5 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

Grasslands are located on six of the Earth's seven continents. **Investigate** one of the grassland biomes. Using ICT, **create** a presentation on your chosen biome that covers the following:

a. the characteristics of the environment, including climate and the types of grasses that dominate this place

b. the animals that are commonly found there
c. how the environment is used and changed for the production of food, fibre and wood products
d. threats to this particular grassland, including the scale of these threats
e. what is being done to manage this grassland environment in a sustainable manner.

9.5 Exercise

learnon

9.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 6, 7, 12	5, 8, 9, 11	3, 10

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Check your understanding

1. Mangroves are adapted to survive in their wetland environment. A wetland is:
   A. a biome that is permanently covered with water.
   B. a biome that is covered with water in the morning.
   C. a biome where the ground is saturated either permanently or seasonally.
   D. a biome that only exists in winter and spring.
2. **Select** all of the statements that are true.
   A. Fringing reefs develop close to the shoreline, whereas barrier reefs develop further from the shore.
   B. Barrier reefs develop close to the shoreline, whereas fringing reefs develop further from the shore.
   C. Barrier reefs are sometimes referred to as outer reefs and provide protection for inner (fringing) reefs.
   D. Barrier reefs are often separated from the shore by shallow water.
3. **Explain** why Australian grasslands are under threat.
4. **Explain** what a grassland is.
5. **Explain** why mangroves are able to survive in wetlands.
6. **Describe** the global distribution of grasslands. (Use **FIGURE 3** to help you.) Include at least three observations in your descriptions:
   - one about how much of the Earth is grassland
   - one about where the grasslands are located
   - one about the kind of climate where you would find grasslands.
7. **Identify** and **describe** three major threats to coral reefs and **explain** whether each threat is likely to increase or decrease with global warming.

Apply your understanding

Communicating

8. In some places, attempts are being made to re-establish native grasses. **Discuss** why it is important to re-establish native grasslands.
9. Wetlands have been described as a natural purification system. **Identify** which part of the wetland environment would perform this function. **State** reasons for your answer.
10. Wetlands were once described as 'a waste of space'. Do you think this is an accurate description?
11. Coral reefs are highly susceptible to climate change.
    a. **Explain** what you understand by the term 'climate change'.
    b. **Explain** how the coral reef environment would change if sea temperatures were to rise by 2 °C.
12. **Explain** five key threats to coral reefs.

LESSON
9.6 How is global food production linked to climate?

LEARNING INTENTION

By the end of this lesson you should be able to identify the major staple foods throughout the world, and how the production of these is interconnected with climate.

TUNE IN

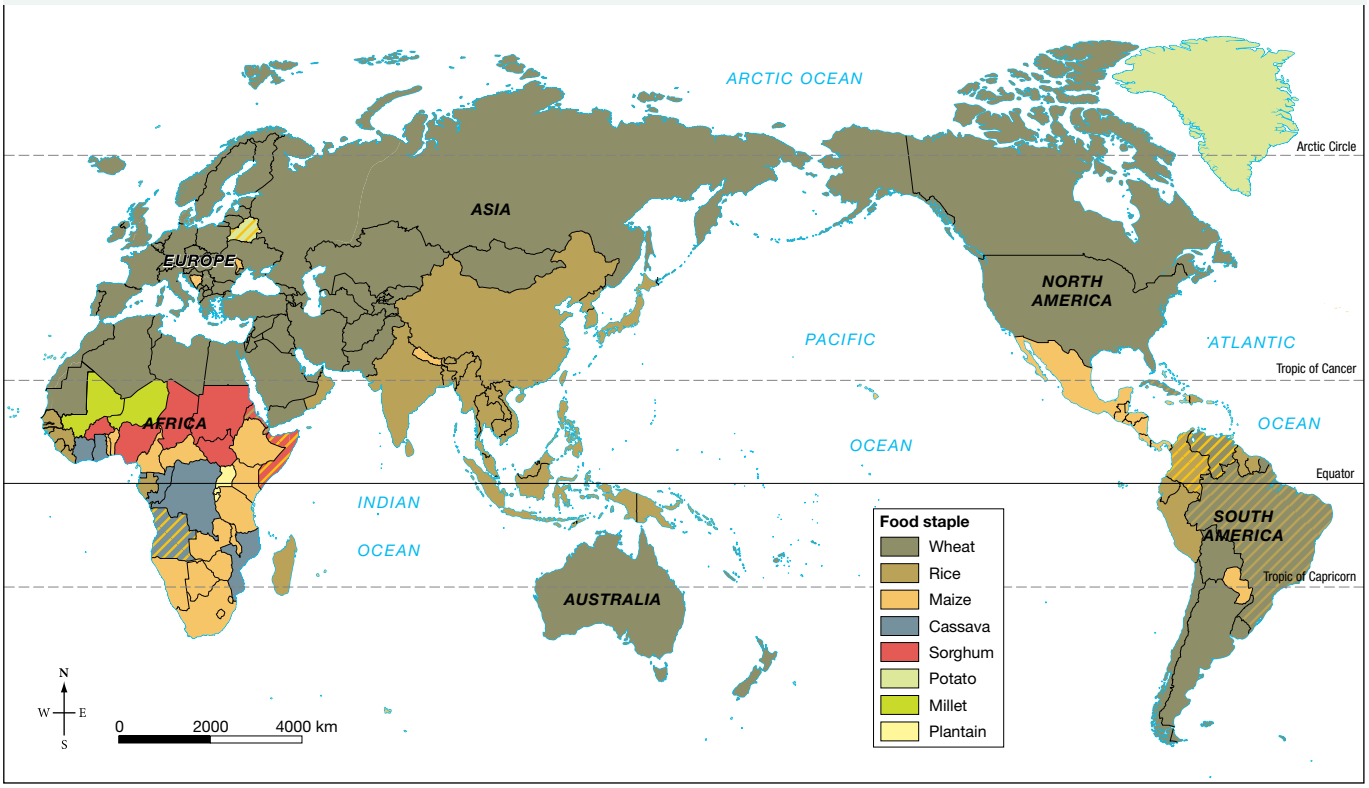
int-7917

Cereal crops are a vital source of food for over half of the world's population.

Refer to **FIGURE 1**.

1. Why would there be such a variety of food staples over the African continent?
2. The map maker for **FIGURE 1** decided to show all of Australia as a wheat producing area. Can you suggest why this approach was taken considering that Australia also produces other staple crops?

FIGURE 1 Staple foods around the world



Source: Based on data from FAO. Map drawn by Spatial Vision.

9.6.1 The major food staples

Global food production, especially of staple foods, has a significant impact on the world's biomes. Staple foods are those that are eaten regularly and in such quantities that they constitute a dominant portion of a diet. They form part of the normal, everyday meals of the people living in a particular place or country. Staple foods vary from place to place, but are typically inexpensive or readily available. The staple food of an area is normally interconnected to the climate of that area and the type of land.

Most staple foods are cereals, such as wheat, barley, rye, oats, maize (corn) and rice; or root vegetables, such as potatoes, yams, taro and cassava. Rice, maize and wheat provide 60 per cent of the world's food energy intake; 4 billion people rely on them as their staple food.

Other staple foods include legumes, such as soybeans and sago; fruits, such as breadfruit and plantains (a type of banana); and fish.

9.6.2 Wheat, maize and fish

Wheat

Wheat is a cereal grain that is cultivated across the world. In 2019, the total world production of wheat was nearly 735 million tons, making it the second most produced cereal after maize (1.1 billion tons) and above rice (496 million tons). World trade in wheat is greater than for all other crops combined.

Wheat was one of the first crops to be easily cultivated on a large scale, with the added advantage of yielding a harvest that could be stored for a long time. Wheat covers more land area than any other commercial crop and is the most important staple food for humans.

FIGURE 2 Wheat is used in a wide variety of foods such as breads, biscuits, cakes, breakfast cereals and pasta.

Maize

Maize, or corn, was commonly grown throughout the Americas in the late fifteenth and early sixteenth centuries. Explorers and traders carried maize back to Europe and introduced it to other countries. It then spread to the rest of the world, thanks to its ability to grow in different environments. Sugar-rich varieties called sweet corn are usually grown for human consumption, while field corn varieties are used for animal feed and **biofuel**. Maize is the most widely grown grain crop in the Americas, covering 70–100 million acres of farmland in the United States alone, which accounts for nearly 40 per cent of all maize grown in the world.

biofuel fuel that comes from renewable sources

TABLE 1 Top 10 maize producers, 2021

Rank	Countries	Production of maize in 2021
		(Tons)
1	United States of America	347 047 570
2	China, mainland	260 778 900
3	Brazil	101 138 617
4	Argentina	56 860 704
5	Ukraine	35 880 050
6	Indonesia	30 693 355
7	India	27 715 100
8	Mexico	27 228 242
9	Romania	17 432 220
10	Russian Federation	14 282 352

Source: Food and Agriculture Organization of the United Nations. FAOSTAT. [Top 10 World's Biggest Maize-Producing countries, The Science Agriculture].

FIGURE 3 Corn cobs drying outside in Serbia

Fish

Fish is a staple food in many societies. The oceans provide an irreplaceable, renewable source of food and nutrition essential to good health. In general, people in developing countries, especially those in coastal areas, are much more dependent on fish as a staple food than those in the developed world. About 3 billion people rely on fish as their primary source of animal protein.

FIGURE 4 A fish haul in Bali, Indonesia

9.6.3 Challenges to feeding the global population

At the beginning of the twentieth century, the world population was less than 2 billion people. The current world population is more than 7.9 billion. Earth's population is projected to rise to 9 billion people by 2050, and we all need food. What can we do to ensure there is enough for everyone?

FIGURE 7 shows that crops occupy half the available agricultural land space. Almost all future population growth will occur in the developing world. This increased population, combined with higher standards of living in developing countries, will create enormous strains on land, water, energy and other natural resources.

There is currently about 16.6 square kilometres of **arable** land **per capita** in East and South Asia. With population growth, and almost no additional land available for agricultural expansion, arable land per capita will continue to decline.

arable describes land that can be used for growing crops
per capita per person

9.6.4 Food production increases

Agricultural yields vary widely around the world depending on climate, management practices and the types of crops grown. Globally, 15 million square kilometres of land is used for growing crops — altogether, that's about the size of South America. Approximately 32 million square kilometres of land around the world is used for pasture — an area about the size of Africa. Across the Earth, most land that is suitable for agriculture is already used for that purpose and, in the past 50 years, we have increased our food production.

FIGURE 5 Farmers in a village in Kenya use a laptop to examine information on plant diseases at a plant health clinic. They can also consult a plant pathologist and show them samples of their crops.

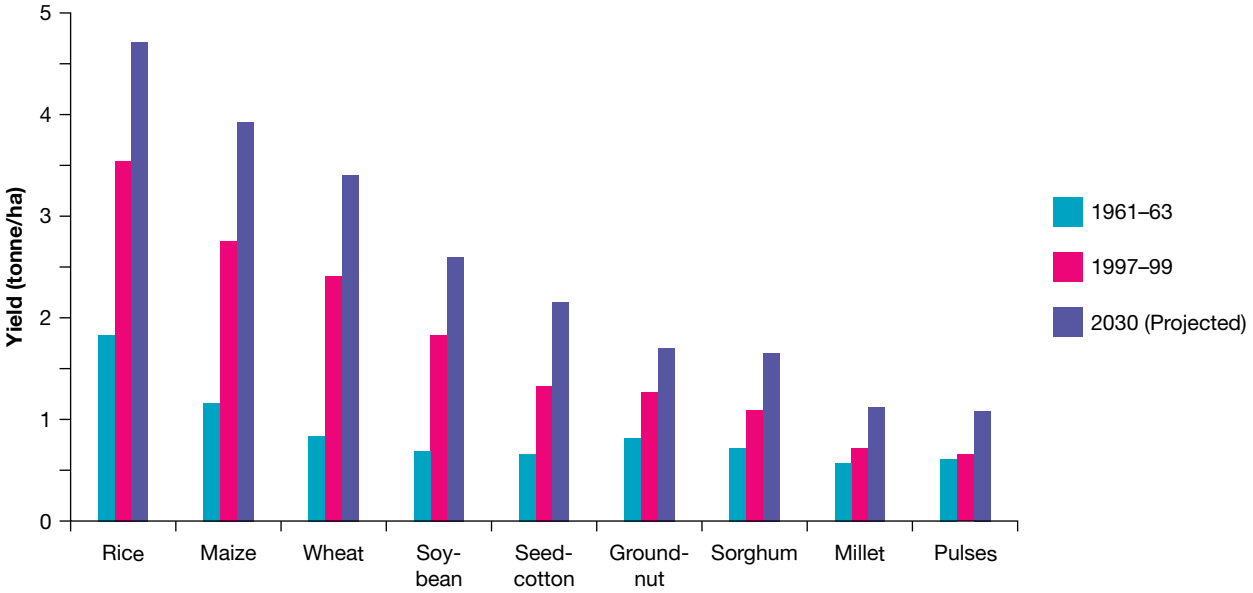
According to the UN Food and Agriculture Organization (FAO), the three main factors that have affected recent increases in world crop food production are:

- increased cropland and rangeland area
- increased yield per unit area
- greater cropping intensity.

FAO projections suggest that cereal demand will increase by almost 50 per cent by 2050. This can either be obtained by increasing yields, expanding cropland through conversion of natural habitats, or growing crops more efficiently. **FIGURE 6** shows the growth in crop yields in developing countries from 1961 to the growth that is predicted for 2030. Rice, maize and wheat have had significant increases in yield.

Agricultural **innovations** have also changed and increased global food production. They have boosted crop yields through advanced seed genetics, agronomic practices (scientific production of food plants) and product innovations that help farmers maximise productivity and quality (see **FIGURE 5**). In this way, the nutritional content of crops can be increased.

FIGURE 6 Crop yields in developing countries, 1961–2030



Source: Food and Agriculture Organization of the United Nations, 2002, World agriculture towards 2015/2030 - Summary report], https://www.fao.org/global-perspectives-studies/resources/detail/en/c/411230/. Reproduced with permission.

9.6.5 Increasing our food production

In the past, growth in food production resulted mainly from increased crop yields per unit of land and to a lesser extent from expansion of cropland. From the early 1960s until 2014, total world cropland increased by only around 10 per cent, but total agricultural production grew by 60 per cent. Increases in yields of crops, such as sweet potatoes and cereals, were brought about by a combination of:

- increased agricultural inputs
- more intensive use of land
- the spread of improved crop varieties.

In some places, such as parts of Africa and South-East Asia, increases in fisheries (areas where boats are used to catch fish) and expansion of cropland areas were the main reasons for the increase in food supply. In addition, cattle herds became larger. In many regions — such as in the savanna grasslands of Africa, the Andes, and the mountains of Central Asia — livestock is a primary factor in food security today.

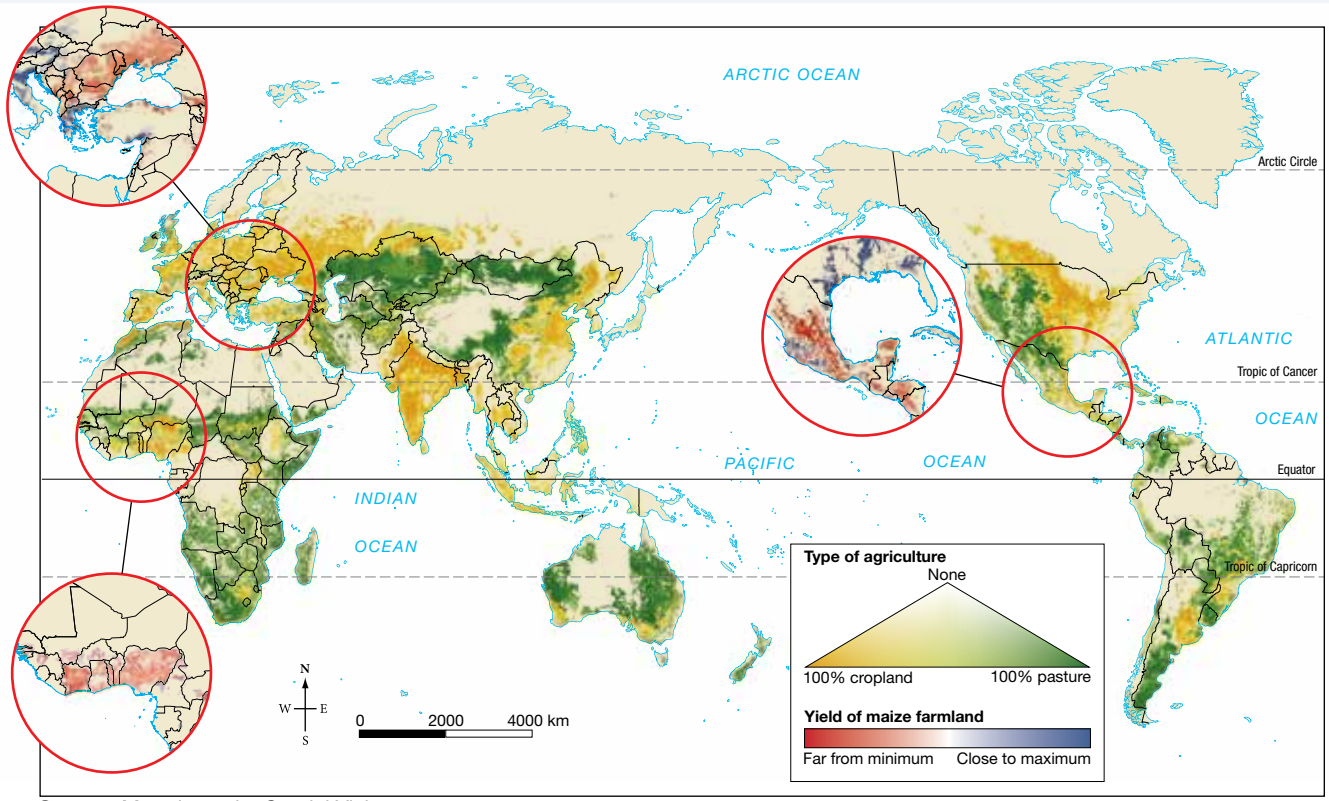
Since the 1960s agriculture has been more productive, with world per capita agricultural production increasing by 25 per cent in response to a doubling of the world population.

It is possible to get even more food out of the land we are already using. For example, **FIGURE 7** shows the places where maize yields could increase and become more **sustainable** by improving nutrient and water management, seed types and markets.

innovation new and original improvement to something, such as a piece of technology or a variety of plant or seed

sustainable describes the use by people of the Earth's environmental resources at a rate such that the capacity for renewal is ensured

FIGURE 7 World distribution of cropland, pasture and maize. More maize could be grown if improvements were made to seeds, irrigation, fertiliser and markets.



Source: Map drawn by Spatial Vision.

9.6.6 The impact of the Green Revolution

The Green Revolution was a result of the development and planting of new **hybrids** of rice and wheat, which led to greatly increased yields. There have been a number of green revolutions since the 1950s, including those in:

- the United States, Europe and Australia in the 1950s and 1960s
- New Zealand, Mexico and many Asian countries in the late 1960s, 1970s and 1980s.

The Green Revolution saw a rapid increase in the output of cereal crops — the main source of calories in developing countries. Farmers in Asia and Latin America widely adopted high-yielding varieties. Governments, especially those in Asia, introduced policies that supported agricultural development. In the 2000s, cereal harvests in developing countries were triple those of 40 years earlier, while the population was only a little over twice as large.

Planting of high-yield crop varieties coincided with expanded irrigation areas and fertiliser use, leading to significant increases in cereal output and calorie availability.

hybrid plant or animal bred from two or more different species, sub-species, breeds or varieties, usually to attain the best features of the different stocks

9.6 SKILL ACTIVITY: Questioning and researching using geographical methods

Research the background of the Green Revolution — why it occurred, the key places involved and the changes that resulted. **Create** a dot-point summary of your findings. For help with notetaking efficiency, go to 13.5 SkillBuilder: Using and referencing quotes, or 13.4 SkillBuilder: Using Cornell Notetaking.

FIGURE 8 Applying fertiliser to crops in the Punjab, India

on Resources

Video eLesson A plate full of biomes (eles-1718)

9.6 Exercise

learnon

9.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 7, 8	3, 4, 5, 10	6, 9, 11, 12

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Check your understanding

1. **Select** the main staple foods of the world for the places (continents) they are grown. (Note some areas may have more than one staple to include.)

Region	Staples
Asia	Maize
Europe	Wheat
North America	Rice
Sub-Saharan Africa	Millet
Central America	Sorghum

2. From the following reasons **select** why plants, rather than animals, typically dominate as the major staple foods of the world.
   - **A.** Plants are cheaper.
   - **B.** Plants are more easily available.
   - **C.** People can grow what suits their region.
   - **D.** All of the above
3. Australia is a major exporter of wheat. **Explain** why Australia is able to produce such a surplus.
4. Refer to **FIGURE 7** and **describe** the distribution of places in the world with pasture and grasslands.
5. **Explain** how crop production could be increased in places such as Eastern Europe or Western Africa.
6. **Discuss** why agricultural innovations can change food production.

Apply your understanding

Communicating

7. With the increase in world population and greater pressure on fish stocks, **explain** what can be done to sustain fish stocks in oceans and lakes.
8. Maize is currently used as feed for animals, as biofuel, and as food for humans. **Explain** why this might become an unsustainable environmental practice in the future.

Concluding and decision-making

9. **Elaborate** why, even though fish is a staple food for many people, it can't be a staple food for everyone.
10. **Consider FIGURE 7**.
    - **a. Suggest** reasons why some regions are much higher crop producers than others.
    - **b. Suggest** how a potential increase in maize crop yields could be of benefit to a future world population.
11. Would food production be secure if we grew fewer crops and caught fewer fish? **Justify** your view, giving specific examples to support your ideas.
12. **FIGURE 6** refers to crop yields in developing countries over time. **Suggest** why rice, maize and wheat have the greatest increases in yields. Would these increases be similar in the developed regions of the world? **Justify** your answer.

LESSON
9.7 How and why do we modify biomes for agriculture?

LEARNING INTENTION

By the end of this lesson you should be able to explain the ways in which we modify climate, soils and landscapes, and describe how humans use new processes and technologies to improve food production.

TUNE IN

Greenhouses are an important innovation that humans have developed to make growing crops possible despite the restrictions of local temperature and rainfall conditions.

Refer to **FIGURE 1**.

1. What food crops can you see in **FIGURE 1**? If you are unsure, have a guess at what food crops could be grown in a greenhouse environment.
2. Can you give reasons as to why the food crops are growing so well in this greenhouse environment?

FIGURE 1 Vegetables growing inside a greenhouse

9.7.1 Using technology for food production

In the twentieth century, rapid global population growth gave rise to serious concerns about the ability of agriculture to feed humanity. However, newer processes and technology produced additional gains in food production.

Across the world, people have modified biomes to produce food through the application of innovative technologies. In general, the focus of agriculture is to modify water, climate, soils, land and crops.

9.7.2 Modified climate

Irrigation is the artificial application of water to the land or soil to supplement natural rainfall. It helps to increase agricultural production in dry areas and during periods of inadequate rainfall.

In flood irrigation, water is applied and distributed over the soil surface by gravity. It is by far the most common form of irrigation throughout the world, and has been practised in many areas, virtually unchanged, for thousands of years.

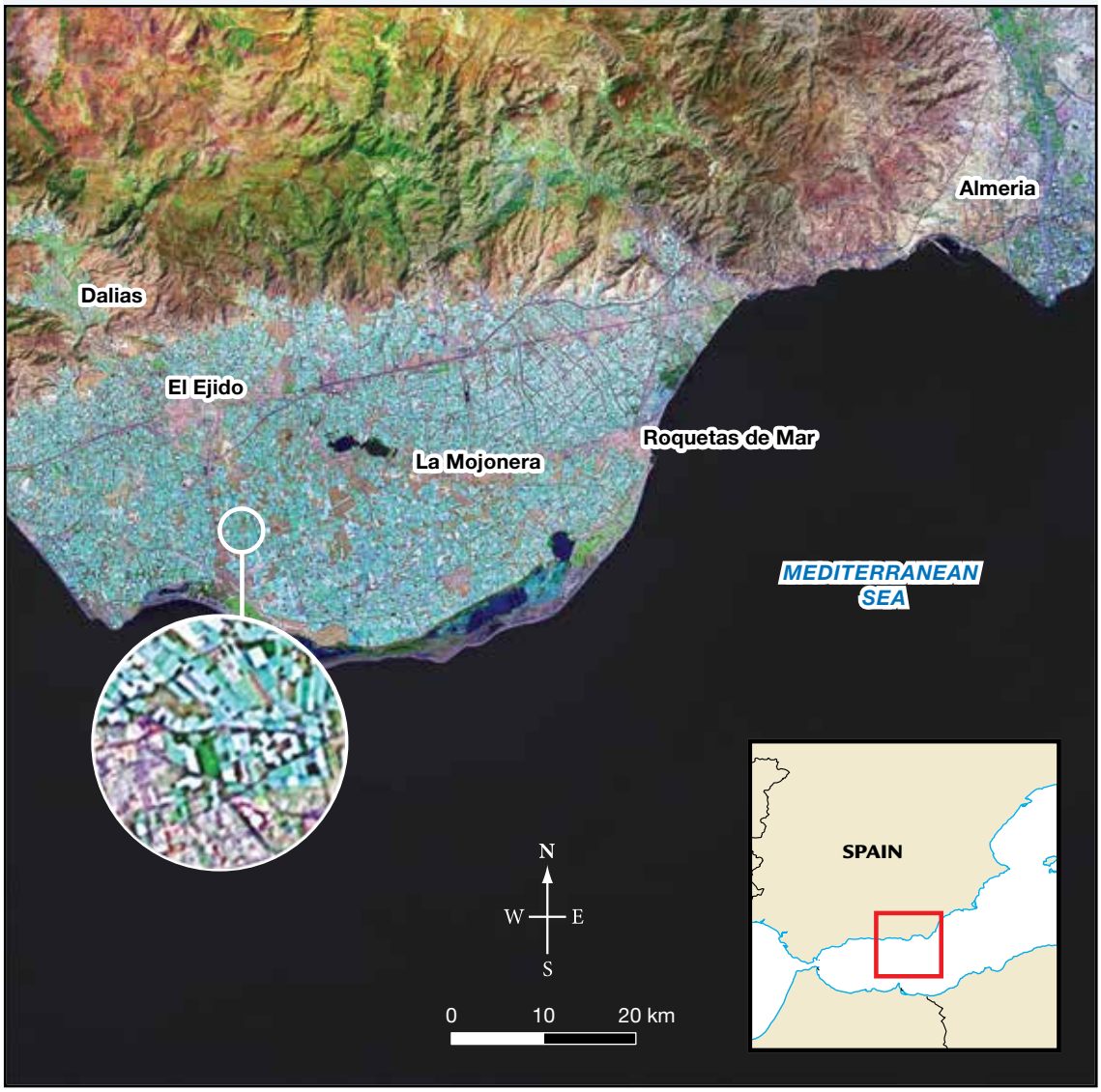
Modern irrigation methods include computer-controlled drip systems that deliver precise amounts of water to a plant's root zone.

Another way of modifying climate is with the use of greenhouses (or glasshouses), which are used for growing flowers, vegetables, fruits and tobacco (see **FIGURE 1**). Greenhouses provide an artificial biotic environment to protect crops from heat and cold and to keep out pests. Light and temperature control allows greenhouses to turn non-arable land into arable land, thereby improving food production in marginal environments. Greenhouses allow crops to be grown throughout the year, so they are especially important in high-latitude countries.

The largest expanse of plastic greenhouses in the world is around the city of Almeria, in south-east Spain (see **FIGURE 2**). Here, since the 1970s, semi-arid pasture land has been replaced by greenhouse **horticulture**. Today, Almeria has become Europe's market garden. In order to grow food all year round, the region has about 26 000 hectares of greenhouses. (For help understanding this satellite image, go to 8.7 SkillBuilder: Interpreting satellite images to show change over time.)

horticulture the practice of growing fruit and vegetables

FIGURE 2 False-colour satellite image of greenhouses in the Almeria region



Source: American Geophysical Union and Google Maps/Spatial Vision.

9.7.3 Soil modification

Fertilisers are organic or inorganic materials that are added to soils to supply one or more essential plant nutrients. Fertilisers play a key role in producing high-yield harvests; it is estimated that about 40 to 60 per cent of crop yields are due to fertiliser use, and that by adding fertiliser to crops, food for almost half the people on Earth is produced. The global fertiliser use of 208 million tonnes in 2020 represents a 30 per cent increase since 2008.

TABLE 1 Fertiliser use, 1959–60, 1989–90 and 2020

Region/nutrient	Fertiliser use			Annual growth	
	1959–60	1989–90	2020	1960–90	1990–2020
	(million nutrient tonnes)			(per cent)	
Developed countries	24.7	81.3	86.4	4.0	0.2
Developing countries	2.7	62.3	121.6	10.5	2.2
East Asia	1.2	31.4	55.7	10.9	1.9
South Asia	0.4	14.8	33.8	12.0	2.8
West Asia/North Africa	0.3	6.7	11.7	10.4	1.9
Latin America	0.7	8.2	16.2	8.2	2.3
Sub-Saharan Africa	0.1	1.2	4.2	8.3	3.3
World total	**27.4**	**143.6**	**208.0**	**5.5**	**1.2**
Nitrogen	9.5	79.2	115.3	7.1	1.3
Phosphate	9.7	37.5	56.0	4.5	1.3
Potash	8.1	26.9	36.7	4.0	1.0

Source: Bumb, B. and C. Baanante. 1996. World Trends in Fertilizer Use and Projections to 2020. Policy Brief 38, Table 1. Washington, DC: International Food Policy Research Institute http://www.ifpri.org/publication/world-trends-fertilizer-use-and-projections-2020.

TABLE 2 Percentage share of crop production increases, 1961–2030*

	Arable land expansion (1)		Increases in cropping intensity (2)		Harvested land expansion (1+2)		Yield increases	
	1961–99	1997/99–2030	1961–99	1997/99–2030	1961–99	1997/99–2030	1961–99	1997/99–2030
All developing countries	23	21	6	12	29	33	71	67
South Asia	6	6	14	13	20	19	80	81
East Asia	26	5	–5	14	21	19	79	81
East/North Africa	14	13	14	19	28	32	72	68
Latin America and the Caribbean	46	33	–1	21	45	54	55	46
Sub-Saharan Africa	35	27	31	12	66	39	34	61
World	15		7		22		78	

* *projected*

Source: © FAO.

9.7.4 Landscape modification

People change landscapes in order to produce food. **Undulating** land can be flattened, steep slopes terraced or stepped, and wetlands drained. Land reclamation is the process of creating new land from seas, rivers or lakes. In addition, it can involve turning previously unfarmed land, or degraded land, into arable land by fixing major deficiencies in the soil's structure, drainage or fertility.

undulating describes an area with gentle hills

In the Netherlands, the Dutch have tackled huge reclamation schemes to add land area to their country. One such scheme is the IJsselmeer (see **FIGURE 3**), where four large areas (*polders*) have been reclaimed from the sea, adding an extra 1650 square kilometres for cultivation. This has increased the food supply in the Netherlands and created an overspill town for Amsterdam.

int-9058

FIGURE 3 Land reclamation in the Netherlands

Source: Map drawn by Spatial Vision.

on Resources

Interactivity Changing nature (int-3321)
Weblink Modifying biomes for agriculture

SkillBuilders to support skill development

- 8.7 Interpreting satellite images to show change over time

9.7 SKILL ACTIVITY: Questioning and researching using geographical methods

Investigate one fibre or grain product that can only be grown commercially in Australia by modifying the biome. **Create** a PMI chart to show the positive, negative and unanswered questions surrounding the production of this crop in Australia. **Consider** the positive and negative environmental, social and economic impacts.

9.7 Exercise

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9.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 6	2, 3, 7, 8	4, 5, 9, 10

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Check your understanding

1. What is the most common form of irrigation in the world?
   - A. Computer-controlled drip systems
   - B. Sprinklers
   - C. Flood irrigation
   - D. Dams
2. What changes to the landscape are made by land reclamation?
   - A. Flattening the land
   - B. Terracing slopes
   - C. Draining wetlands
   - D. All of the above
3. To improve food production, climate, soils and landscapes can be modified. True or false?
4. **Discuss** what greenhouse horticulture is.
5. **Elaborate** how fertilisers improve crop yields.

Apply your understanding

Communicating

6. Refer to **FIGURES 1** and **2**. **Explain** how greenhouses modify spaces and places on the Earth's surface.
7. **Summarise** how land that is reclaimed from the sea, such as the Netherlands' *polders,* is made productive for farming and food production.

Interpreting and analysing geographical data and information

8. Refer to **FIGURE 3**. Use the scale to calculate the approximate area of new land created in Flevoland.
9. Study **FIGURE 3**. **Discuss** what the purpose of the pumping stations might be.
10. People can modify landscapes in order to produce food. **Elaborate on** what can be done with:
    - a. undulating land
    - b. steep slopes
    - c. wetlands.

LESSON
9.8 What types of agriculture are practiced in Australia and Asia?

LEARNING INTENTION

By the end of this lesson you should be able to outline the different types of agriculture practised in Australia and Asia and explain the interconnections between climate, soils and land use.

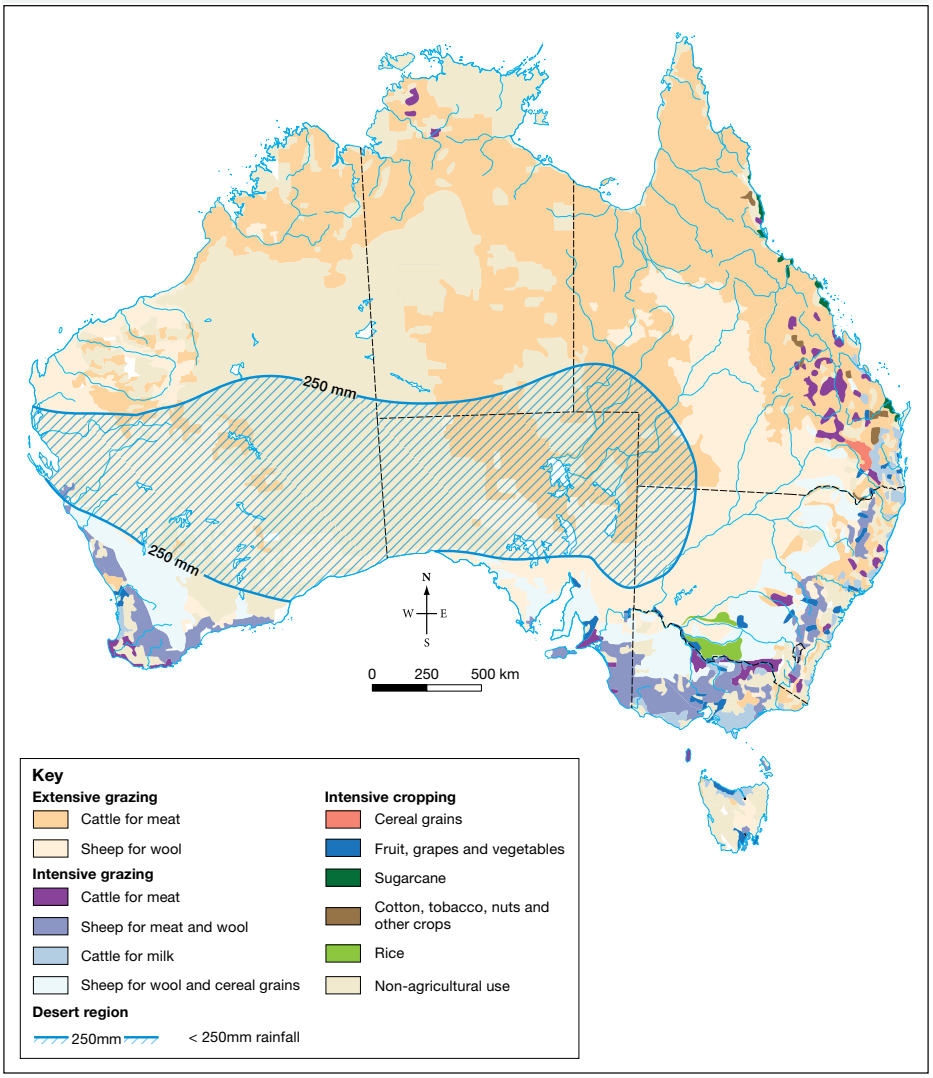
TUNE IN

Most of Australia's intensive grazing and intensive cropping agriculture practices are located relatively close to the coast.

int-9059

tlvd-10684

FIGURE 1 Types of agriculture in Australia



Source: Based on data from Commonwealth of Australia Geoscience Australia 2013. Map redrawn by Spatial Vision.

Refer to **FIGURE 1**.

1. Can you think of reasons why most intensive agricultural practices are relatively close to the coast in Australia?
2. What aspects, as shown on the map, indicate that agricultural practices would be difficult in the central part of Australia? Hint: think of distance from markets and climate.

9.8.1 The distribution of agriculture

Modern food production in Australia can be described as commercial agricultural practices that produce food for local and global markets. Farms may produce a single crop, such as sugar cane, or they may be mixed farms that produce cereal grains and sheep for wool, for example. Farms today use sophisticated technology, and in many cases are managed by large corporations with an **agribusiness** approach.

There is a wide range of agriculture types in Australia, as shown in **FIGURE 1**. They occupy space across all biomes found in Australia, from the tropics to the temperate zones.

The location of farms in Australia shows that there is a change in the pattern of farming types from the well-watered urban coastal regions towards the arid interior. Because much of Australia's inland rainfall is less than 250 millimetres, farm types in these places are limited to open-range cattle and sheep farming.

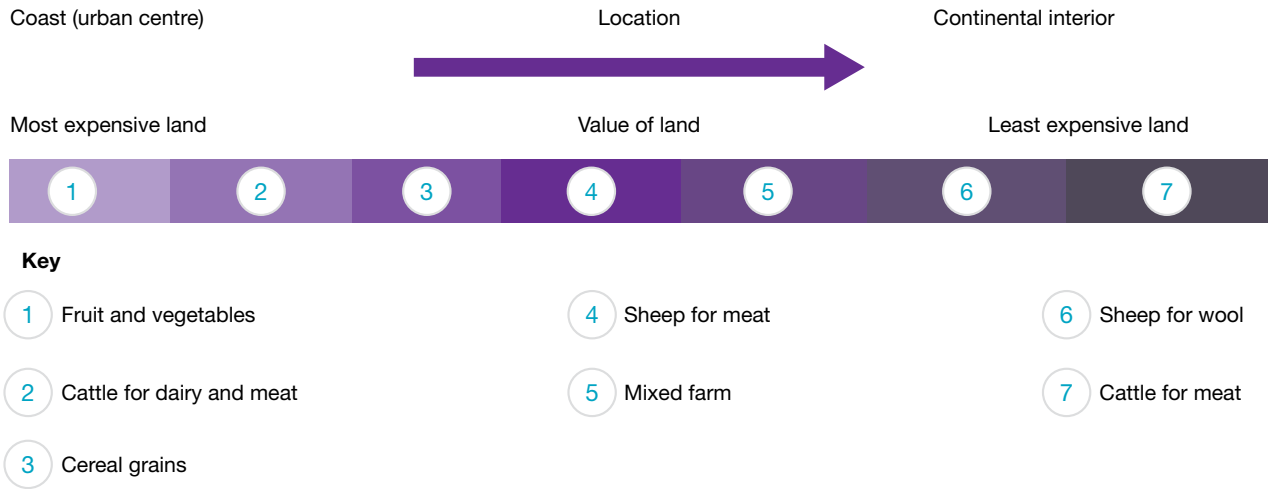
The pattern of land use and transition of farm types is shown in **FIGURE 2**. It illustrates that **intensive farms**, which produce perishables such as fruit and vegetables, are located on high-cost land close to urban markets. At the other extreme, the **extensive farms**, which manage cattle for meat and sheep for wool, are found on the less expensive lands distant from the market.

agribusiness business set up to support, process and distribute agricultural products

intensive farm farm that requires a lot of inputs, such as labour, capital, fertiliser and pesticides

extensive farm farm that extends over a large area and requires only small inputs of labour, capital, fertiliser and pesticides

FIGURE 2 Changes in agricultural land use



9.8.2 Types of farming in Australia

Extensive farming of sheep or cattle

Sheep and cattle stations for livestock farming, also known as grazing, are found in semi-arid and desert grassland biomes, with rainfall of less than 250 millimetres. In 2017 Australia's 26 million cattle were predominantly farmed in Queensland, New South Wales and Victoria, while our 65.8 million sheep were found mainly in New South Wales, Victoria and Western Australia. Farms are generally large in scale, sometimes covering hundreds of square kilometres. These days, they have very few employees, and often use helicopters and motor vehicles for mustering. Meat and wool products go to both local and overseas markets for cash returns.

FIGURE 3 Cattle mustering

Wheat farms

About 30 000 farms in Australia grow wheat as a major crop, and the average farm size is 910 hectares, or just over 9 square kilometres. Wheat production in Australia for the 2020/2021 season was 33.7 million tonnes. As in other areas of the world, extensive wheat farming is found in mid-latitude temperate climates that have warm summers and cool winters, and annual rainfall of approximately 500 millimetres. In Australia, these conditions occur away from the coast in the semi-arid zone. The biome associated with this form of food production is generally open grassland, **mallee** or savanna that has been cleared for the planting of crops.

FIGURE 4 Harvesting wheat

Soils can be improved by the application of fertilisers, and crop yields increased by the use of disease-resistant, fast-growing seed varieties. Wheat farms are highly mechanised, using large machinery for ploughing, planting and harvesting. The farm produce, which can amount to 2 tonnes per hectare, is sold to large corporations in local and international markets.

mallee vegetation areas characterised by small, multi-trunked eucalypts found in the semi-arid areas of southern Australia

Mixed farms

Mixed farms combine both grazing and cropping practices. They are located closer to markets in the wetter areas, and are generally small in scale, but operate in much the same way as cattle and sheep farms.

Intensive farming

Intensive farms are close to urban centres, producing dairy, horticulture and market gardening crops. They produce milk, fruit, vegetables and flowers, all of which are perishable, sometimes bulky, and expensive to transport. The market gardens are capital- and labour-intensive, because the cost of land near the city is high, and many workers are required for harvesting.

Plantation farming

This form of agriculture can often be found in warm, well-watered tropical places. Plantations produce a wide range of produce such as coffee, sugar cane, cocoa, bananas, rubber, tobacco and palm oil. Farms can be 50 hectares or more in size. Although many such farms in Australia are family owned, in other parts of the world they are often operated by large multinational companies. Biomes that contain plantations are mainly tropical forests or savanna, and require large-scale clearing to allow for farming. Cash returns are high, and markets are both local and global.

CASE STUDY: Horticulture around Carnavon, Western Australia

Modern-day food production relies heavily on technology to create ideal farming conditions. This may involve reshaping the land to allow for large agricultural machinery and for the even distribution and drainage of water. Uneven or unreliable rainfall can be supplemented by irrigation. As a result of such changes, large areas can become important farmland.

Carnarvon, located in the Gascoyne region of Western Australia, is an important horticulture and food-growing centre for the state. The farmland in the area around the Gascoyne River delta is very

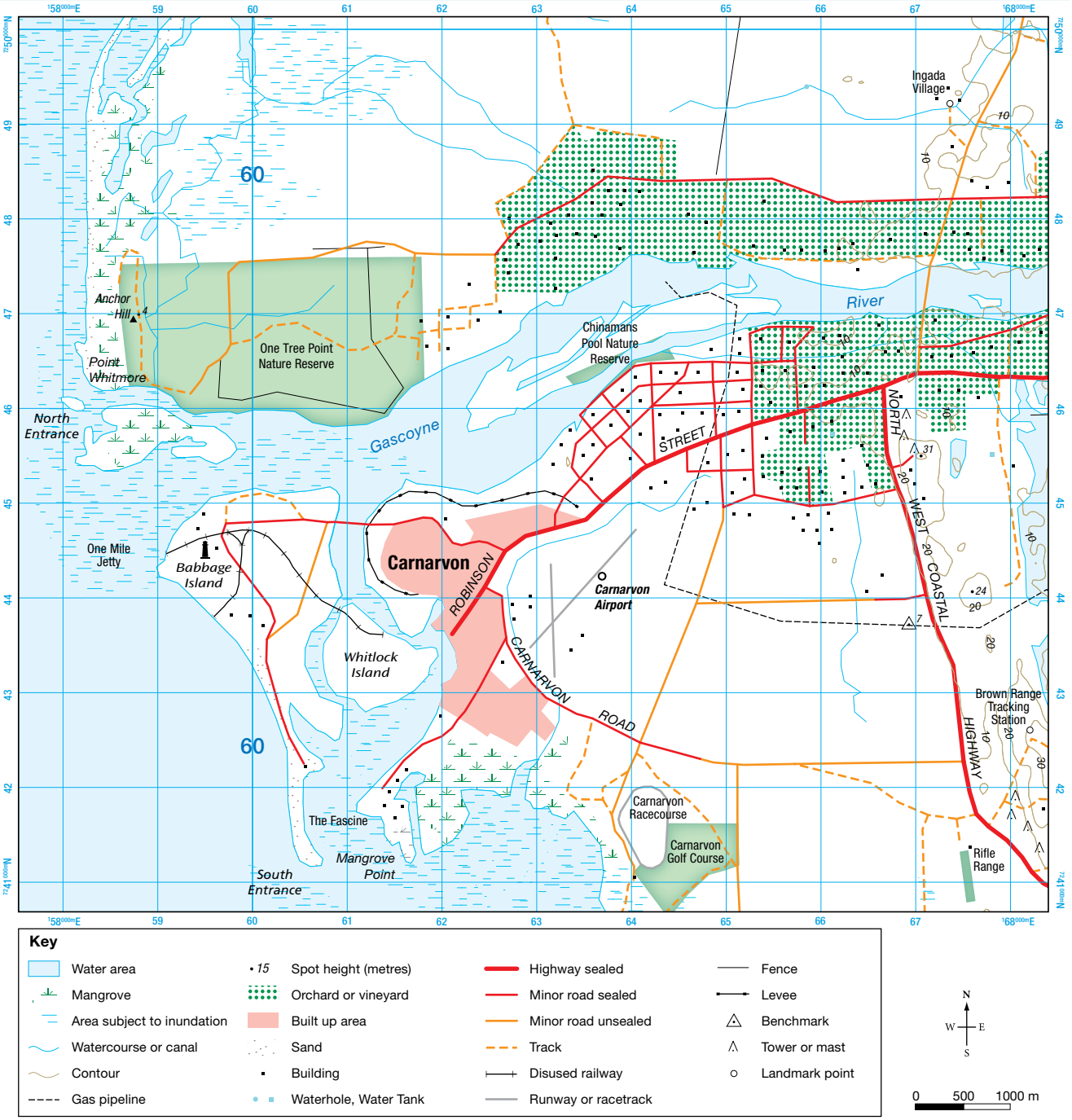
FIGURE 5 A banana plantation near Carnarvon

fertile, but because the river does not regularly flow, fruit and vegetable production relies on irrigation from aquifers. Some pastoral leases close to the coast also have access to Carnarvon Artesian Basin for irrigating food for stock.

The wider Gascoyne region has a diverse agricultural sector. The most important commodities in the region include fruit and vegetables (approximately $97 million annually) and livestock, predominantly cattle (approximately $27 million annually). The 2016 census showed that of the 999 businesses in the area, 28.5 per cent were in the agriculture, forestry or fishing industries, with construction the next highest at just under 16 per cent. The 2000 hectares of zoned horticultural land close to Carnarvon produce a range of fresh produce including avocados, bananas, capsicums, tomatoes and mangoes.

To investigate the area in more detail, study the topographic map shown in **FIGURE 6**.

FIGURE 6 Topographic map extract, Carnarvon, Western Australia



Source: Based on data from Commonwealth of Australia Geoscience Australia 2020. Map redrawn by Spatial Vision.

on Resources

Digital document Topographic map of Carnarvon (doc-35187)
Weblinks First Nations Australians food and agriculture
Fish River Station

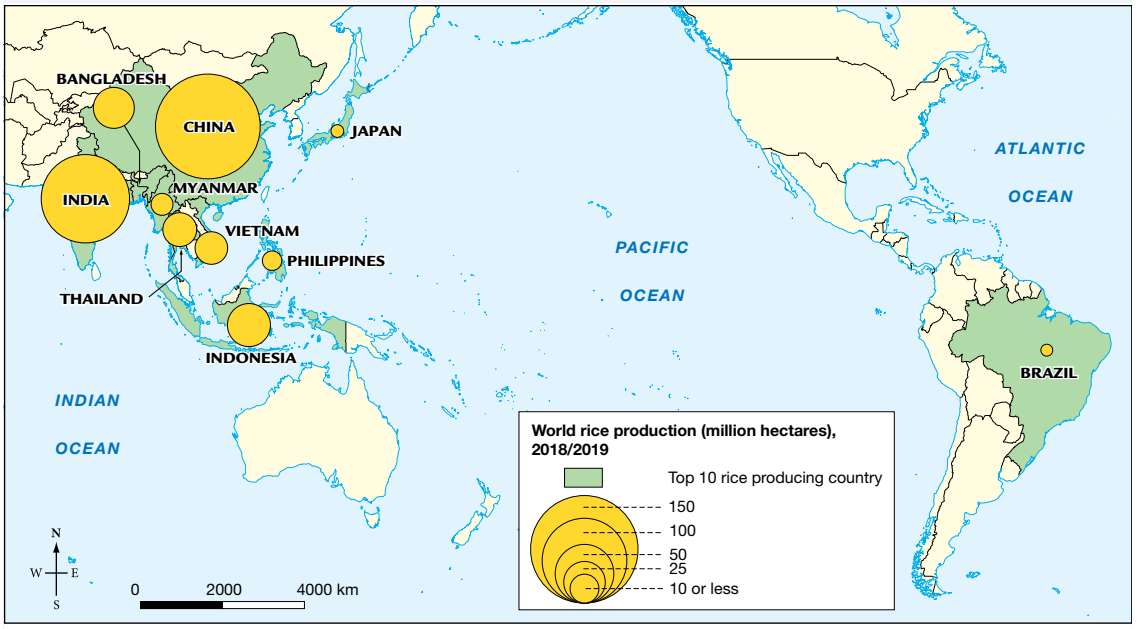
9.8.3 Rice — an important food crop

Rice is the seed of a semi-aquatic grass. In warm climates, in more than 100 countries, it is cultivated extensively for its edible grain. Rice is one of the most important staple foods of more than half of the world's population, and it influences the livelihoods and economies of several billion people. In Asia, rice provides about 49 per cent of the calories and 39 per cent of the protein in people's diet. In 2021–22 approximately 510 million tonnes of rice were produced worldwide.

FIGURE 7 shows that the largest concentration of rice is grown in Asia. About 132 million hectares are cultivated with this crop, producing 88 per cent of the world's rice. Of this, 48 million hectares and 31 per cent of the global rice crop are in South-East Asia alone.

Countries with the largest areas under rice cultivation are India, China, Indonesia, Bangladesh, Thailand, Vietnam, Myanmar (Burma) and the Philippines, with 80 per cent of the total rice area.

FIGURE 7 Top ten rice-producing countries



Source: Based on data from Largest Rice-Producing Countries, World Atlas. Retrieved from: https://www.worldatlas.com/articles/largest-rice-producing-countries.html. Map redrawn by Spatial Vision.

Factors affecting rice production in Asia

Climate and topography

Rice can be grown in a range of environments that are hot or cool, wet or dry. It can be grown at sea level on coastal plains and at high altitudes in the Himalayas. However, ideal conditions in South-East Asia include high temperatures, large amounts of water, flat land and fertile soil.

In Yunnan Province, China, the mountain slopes have been cultivated in terraced rice paddies by the Hani people for at least 1300 years (see **FIGURE 8**). The terraces stop erosion and surface run-off.

FIGURE 8 Rice terraces in Yunnan Province, China. These terraces are at an elevation of 1570 metres.

Irrigation

Traditional rice cultivation involves flooding the paddy fields (*padi* meaning 'rice plant' in Malay) for part of the year. These fields are small, and earth embankments (*bunds*) surround them. Rice farmers usually plant the seeds first in little seedbeds and transfer them into flooded paddy fields, which are already ploughed. Canals carry water to and from the fields. Houses and settlements are often located on embankments or raised islands near the rice fields.

Approximately 45 per cent of the rice area in South-East Asia is irrigated, with the largest areas being in Indonesia, Vietnam, the Philippines and Thailand. High-yielding areas of irrigated rice can also be found in China, Japan and the Republic of Korea. Because water is available for most of the year in these places, farmers can grow rice all year long. This intensive scale of farming can produce two or sometimes three crops a year.

Upland rice is grown where there is not enough moisture to nurture the crops; an example of such cultivation takes place in Laos. This method produces fewer rice varieties, since only a small amount of nutrients is available compared to rice grown in paddy fields.

Impacts on potential yield

Rice yields can be limited if any of the following conditions exist:

- poor production management
- losses caused by weeds (biotic factor)
- pests and diseases (biotic factor)
- inadequate land formation and irrigation water
- inadequate drainage that leads to a build-up of salinity and alkalinity.

FIGURE 9 Planting rice in paddy fields in north-east Thailand

Technology

Agricultural biotechnology, especially in China, has produced rice that is resistant to pests. There are also genes for herbicide resistance, disease resistance, salt and drought tolerance, grain quality and photosynthetic efficiency. Genetic engineering may be the way of the future in rice cultivation in some parts of the world.

In the Philippines, through cross-breeding rather than genetic engineering, a new strain of rice has been developed that grows well in soils lacking phosphorus (see **FIGURE 10**). This could have a significant positive impact on crop yields.

FIGURE 10 Rice demonstration plots at the International Rice Research Institute in the Philippines

Environmental issues

Increasing temperatures, due to global warming, may be causing a drop in rice production in Asia, where more than 90 per cent of the world's rice is produced and consumed. The Food and Agriculture Organization of the United Nations (FAO) has found that in six of Asia's most important rice-producing countries — China, India, Indonesia, the Philippines, Thailand and Vietnam — rising temperatures over the past 25 years have led to a 10–20 per cent decline in rice output.

Scientists state that if rice production methods cannot be changed, or if new rice strains able to withstand higher temperatures cannot be developed, there will be a loss in rice production over the next few decades as days and nights get hotter. People may need to turn to a new staple crop.

Rice growing is eco-friendly and has a positive impact on the environment. Rice fields create a wetland habitat for many species of birds, mammals and reptiles. Without rice farming, wetland environments created by flooded rice fields would be vastly reduced.

9.8 SKILL ACTIVITY: Communicating

Collect information on the percentage of land used for the different forms of farming in Australia and present this data in a graph. Comment on the details shown in your graph.

9.8 Exercise

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9.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 6, 9	5, 8	7, 10

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Cattle ranching is closest to urban centres.
   b. Orchards are an example of intensive farming.
2. Extensive, large-scale sheep farms are typically located in _____ and _____ regions of Australia.
3. Refer to **FIGURE 7**. **Select** which two countries produce most of the world's rice.
4. Using the **FIGURE 1** map of agriculture types in Australia, **describe** and **explain** the location of:
   a. cereal farms
   b. dairy farms.

Apply your understanding

Interpreting and analysing geographical data and information

5. **Consider** the location of the orchards in **FIGURE 6**. **Suggest** two reasons why this land might have been chosen for growing fruits and vegetables. Consider the environment and the need for transporting produce to consumers.
6. **Describe** what the impact of flood or drought would be on any of the commercial methods of food production.
7. **Predict** the impact of the growth of Australian capital cities on the sustainability of surrounding market gardens.

Communicating

8. **Consider** why much of Australia's food production is available for export.
9. a. **Identify** the other top-ten rice-producing countries in the world. What is the geographical location of these places?
   b. **Explain** why places in Asia are ideally suited to rice growing.
10. Study **FIGURE 6** to **investigate** the following questions.
    a. Using the contour lines and spot heights as a guide, estimate the average elevation of the map area.
    b. What is the importance of topography (the shape of the land) to irrigation?
    c. Why might orchards not have been established on the land immediately north of the One Tree Point Nature Reserve?
    d. Approximately what percentage of the map area is labelled as land used for orchards or vineyards?
    e. What would be the advantages and disadvantages of locating processing factories close to growing areas?
    f. In 2015, Tropical Cyclone Olwyn caused significant damage to plantations in Carnarvon. Based on the location of farm allotments shown in **FIGURE 6**, what other hazards, apart from strong winds, might fruit and vegetable growers near Carnarvon have faced as a result of TC Olwyn?

LESSON
9.9 How are the world's biomes and food production interconnected?

LEARNING INTENTION

By the end of this lesson you should be able to list Earth's four biophysical spheres, explain the interconnection between the world's biomes and food production and discuss effects of food production on the environment.

TUNE IN

The four spheres of planet Earth, being the atmosphere, hydrosphere, lithosphere and biosphere, control all forms of agricultural production. In fact, the biosphere is largely a product of the forces that operate in the atmosphere, hydrosphere and lithosphere with which it closely interacts.

int-7919

FIGURE 1 The Earth's four spheres

Refer to **FIGURE 1**.

1. Can you think why the atmosphere and hydrosphere are critical to food production?
2. Brainstorm the ways agriculture might have an impact on a natural biome.
3. What effect do you think it would have on the plants and animals?

9.9.1 Our biophysical world

Food is essential to human life, and over the past centuries we have been able to produce more to feed our growing population. But while technology has enabled us to increase production, it has come at a price. Large-scale clearing of our forests, the overfishing of our oceans, and the constant overuse of soils has resulted in a significant deterioration of our biophysical world.

Planet Earth is made up of four spheres: the atmosphere, lithosphere, hydrosphere and biosphere (see **FIGURE 1**). All these spheres are interconnected and make up our natural or **biophysical environment**. For example, rain falling from a cloud (atmosphere) may soak into the soil (lithosphere) or flow into a river (hydrosphere) before being taken up by a plant or animal (biosphere) where it may evaporate and return to the atmosphere. (It is interesting to note that 97 per cent of the Earth's water

biophysical environment the natural environment, made up of the Earth's four spheres — the atmosphere, biosphere, lithosphere and hydrosphere

is found in salty oceans, and the remainder as vapour in the atmosphere and as liquid in **groundwater**, lakes, rivers, glaciers and snowfields.)

Natural events, such as storms or earthquakes, or human activities can create changes to one or all of these spheres. The production of food, whether from the land or sea, has the potential to change the natural environment. In doing so, it increases the likelihood of food insecurity. **TABLE 1** shows how food production can affect the biophysical world. As can be seen, activities such as land clearing and **irrigation** can have impacts on all four of the Earth's spheres.

groundwater water that exists in pores and spaces in the Earth's rock layers, usually from rainfall slowly filtering through over a long period of time

irrigation the supply of water by artificial means to agricultural areas

TABLE 1 How food production affects the biophysical world

Activities	Atmosphere	Lithosphere	Biosphere	Hydrosphere
Clearing of native vegetation for agriculture	x	x	x	x
Overgrazing animals		x	x	x
Overusing irrigation water, causing saline soils		x	x	x
Burning forests to clear land for cultivation	x	x	x	x
Run-off of pesticides and fertilisers into streams		x	x	x
Producing greenhouse gases by grazing animals and rice farming	x			
Changing from native vegetation to cropping		x	x	x
Withdrawing water from rivers and lakes for irrigation	x	x	x	x
Overcropping soils		x	x	x
Overfishing some species			x	

9.9.2 Changing our biophysical world

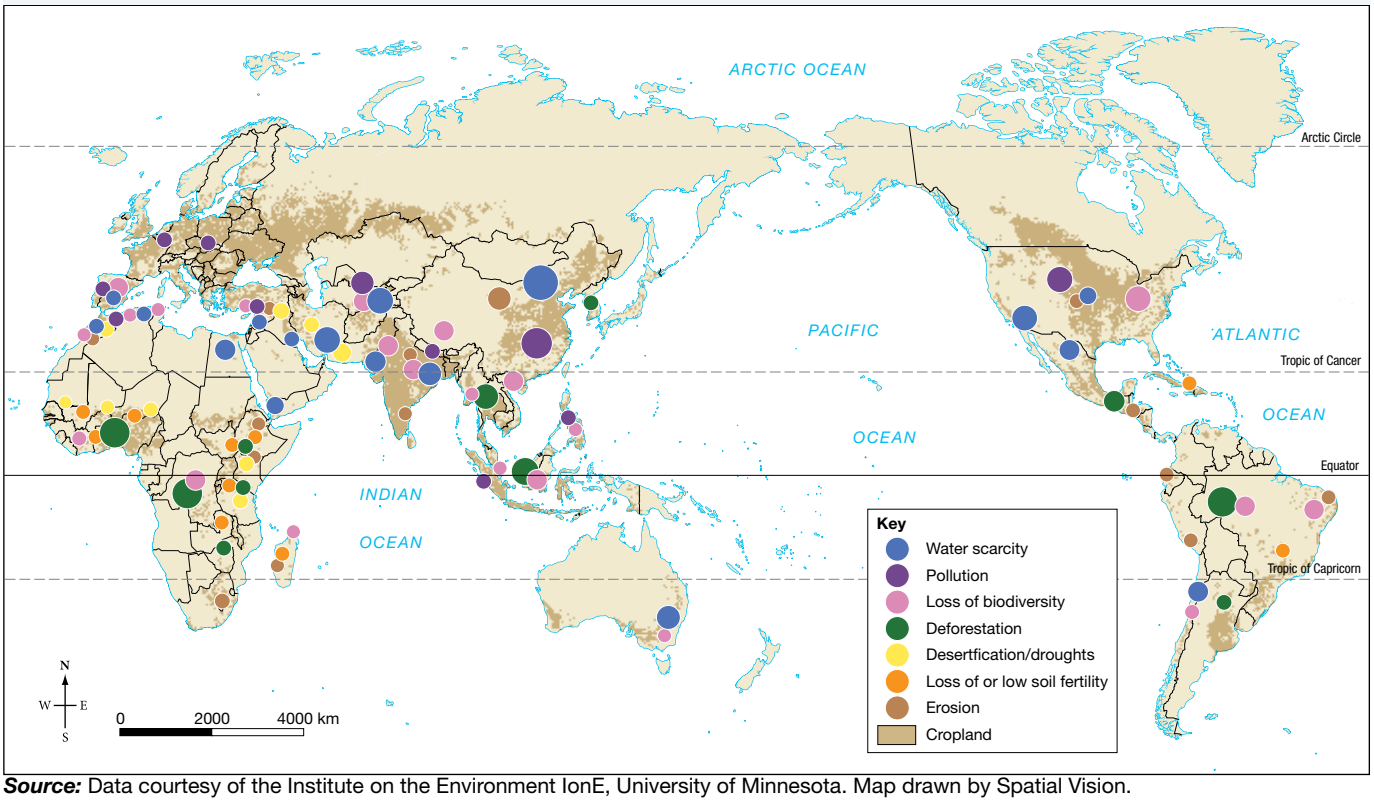
Currently, the world produces enough food to feed all 7.9 billion people. We produce 17 per cent more food per person than was produced 30 years ago, and the rate of food production has been greater than the rate of population growth. This has been the result of improved farming methods; the increased use of fertilisers and pesticides; large-scale irrigation; and the development of new technologies, ranging from farm machinery to better quality seeds.

There have been many benefits associated with this change, especially in terms of human wellbeing and economic development. However, at the same time, humans have changed the Earth's biomes more rapidly and more extensively than in any other time period. The loss of biodiversity and degradation of land and water (which are essential to agriculture) is not sustainable. With an expected population of 9.7 billion in 2050, it has been estimated that food production will need to increase by approximately 70 per cent. The global distribution of environmental risks associated with food production can be seen in **FIGURE 2**.

int-7920

tlvd-10685

FIGURE 2 State of the world's land and water resources for food and agriculture



Source: Data courtesy of the Institute on the Environment IonE, University of Minnesota. Map drawn by Spatial Vision.

on Resources

- **Video eLesson** Trashing our biomes (eles-1719)
- **Interactivities** Degrading our farmland (int-3323)

9.9 SKILL ACTIVITY: Communicating

Use the following labels to **create** a flow diagram showing how the clearing of native vegetation can affect all four of the Earth's spheres.

- Soil is left bare and exposed to wind and water erosion.
- There is less evaporation of water from vegetation.
- There is a loss of habitat for birds, animals and insects.
- Increased water runs off from exposed land.
- Increased sediment builds up in streams.

9.9 Exercise

learnon

9.9 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 6, 7	2, 5, 8, 9	3, 10

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Technology has enabled us to increase our food production rapidly over time.
   b. The expected population of the world in 2050 is 9.7 billion.
   c. 97 per cent of the Earth's water is found in ponds, lakes and rivers.
2. Refer to **TABLE 1**. Producing greenhouse gases by grazing animals and rice farming affects the
   A. atmosphere.
   B. biosphere.
   C. hydrosphere.
   D. lithosphere.
3. Refer to **TABLE 1**. Overcropping soils affects the
   A. atmosphere.
   B. biosphere.
   C. hydrosphere.
   D. lithosphere.
4. **Describe** the biophysical environment of your local area.
5. Using **FIGURE 1**, **explain** how a bird might interconnect with the four Earth spheres.
6. Refer to **FIGURE 2** and your atlas.
   a. **Distinguish** the main environmental issues facing Australia's food production.
   b. **Decide** in which places in the world deforestation is a major concern.
   c. **Identify** which continents suffer from water scarcity.
   d. **Discuss** what you notice about the location and distribution of regions that do not have environmental problems relating to food production.

Apply your understanding

Concluding and decision-making

7. **Identify** which of Earth's spheres will be most impacted by each of the following activities.
   a. Application of organic fertilisers to soil
   b. Introduction of an aquatic pest species into a fish-farming enterprise
   c. Excessive pumping of groundwater for irrigation
   d. Construction of large-scale dams in semi-arid regions

Communicating

8. **Explain** which of the activities in question 7 could have a positive impact on the affected sphere.
9. Refer to **FIGURE 2**.
   a. **Explain** why water scarcity is an issue for all continents except Europe.
   b. **Explain** one way in which pollution may impact on food production.
10. If climate change was to lead to a higher frequency of drought in the southern hemisphere, **predict** how this might affect Australia's land and water resources.

LESSON
9.10 How has deforestation changed the forest biome?

LEARNING INTENTION

By the end of this lesson you should be able to describe how large-scale deforestation has occurred around the world as forests have been cleared to create land for food production and to be used for timber products, and the environmental consequences of this.

TUNE IN

Forests are an important part of the biosphere, being often referred to as the 'lungs of the Earth'. Yet paradoxically they are under threat from land clearance by humans for agriculture.

FIGURE 1 Rainforest in Serra dos Orgaos National Park (Rio de Janeiro state, Brazil)

Refer to **FIGURE 1**.

1. What elements of this environment do you notice that are different from a farmed area?
2. Why would this be a place of greater biodiversity when compared to a palm oil plantation or a cattle ranch?

9.10.1 Why are forests important?

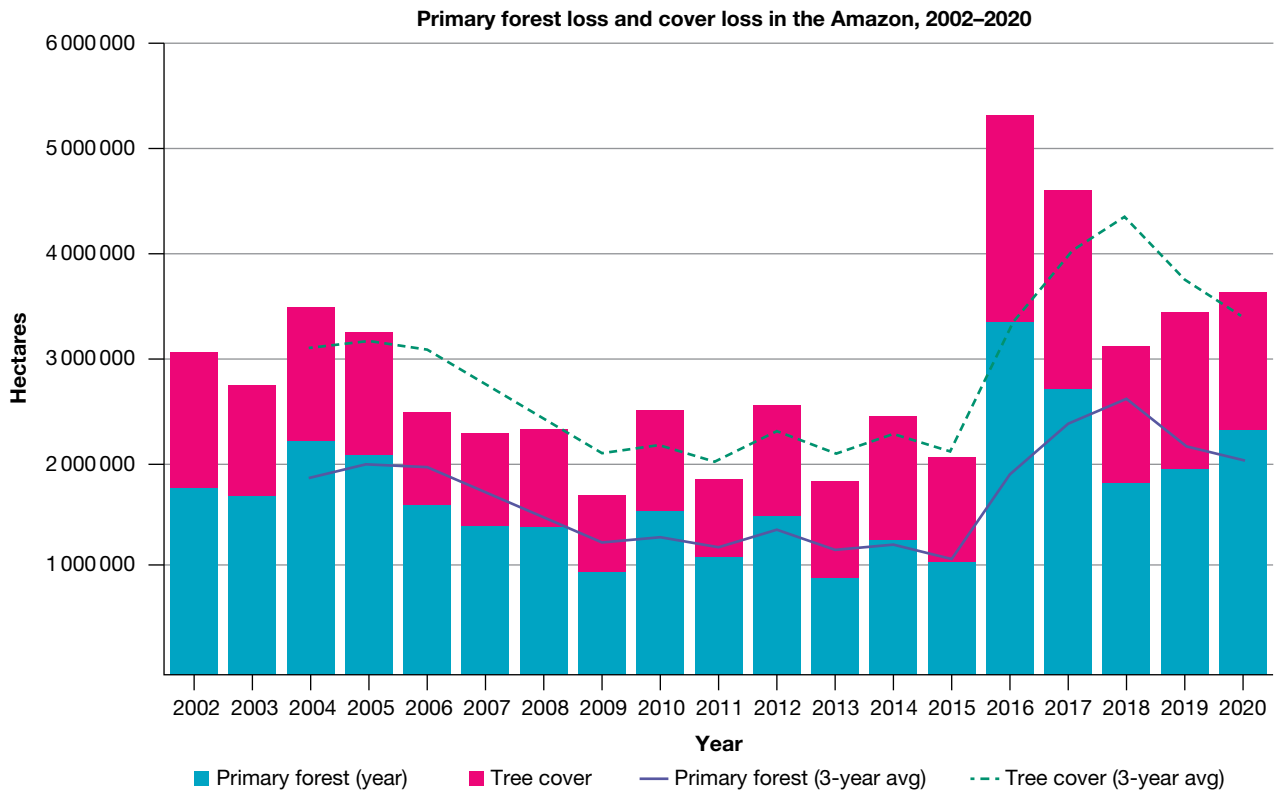
In pre-industrial times, nearly 45 per cent of the world's land surface was covered in forest. Today, this figure is only 30 per cent. With industrialisation, technological development and population growth, large-scale deforestation has occurred as a result of the increasing need over time for timber products and land for food. It is estimated that of the forest cover lost, 85 per cent can be readily attributed to human activity — with 30 per cent due to clearing, 20 per cent through degradation and 35 per cent through fragmentation. Agricultural use now accounts for 37 per cent of the Earth's land surface.

Human society, the global economy and forests are interconnected, with more than 1 billion people depending on forests and forest products. Forest biomes offer us many goods and services, from providing wood and food

products to supporting biological diversity. They provide habitat for a wide range of animals, plants and insects. Forests contribute to soil and water conservation, and they absorb **greenhouse gases**. Despite the growing awareness of the value of preserving forests, large-scale clearing continues. **FIGURE 2** shows the annual rate of deforestation in Brazil, while **FIGURE 3** shows the cumulative amount of forest lost over time.

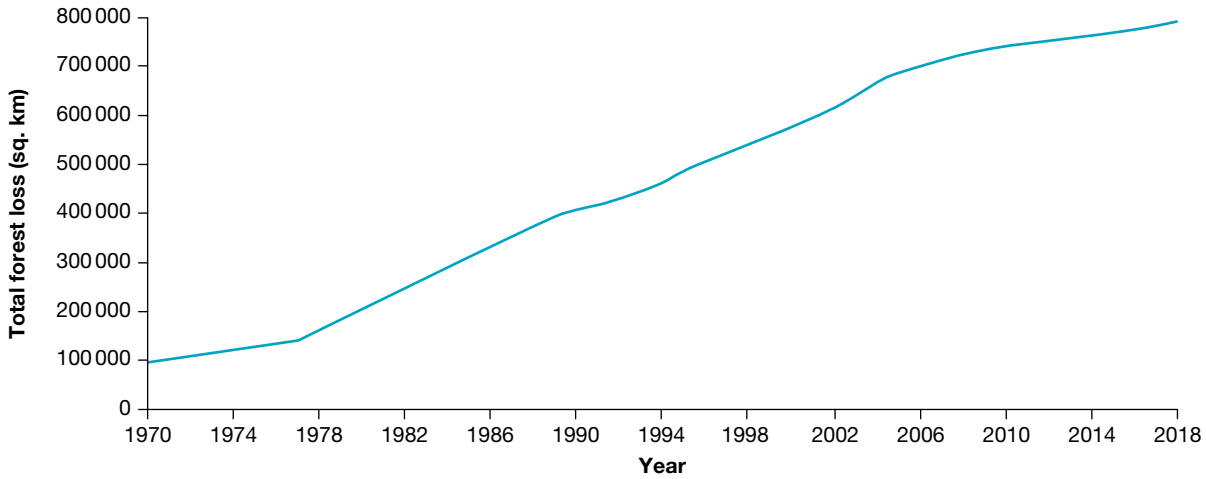
greenhouse gases any of the gases that absorb solar radiation and are responsible for the greenhouse effect. These include water vapour, carbon dioxide, methane, nitrous oxide and various fluorinated gases.

FIGURE 2 Annual loss of Amazon forest, Brazil, 2002–2020



Source: © Mongabay.

FIGURE 3 Total loss of Amazon forest, Brazil, since 1970



Source: © Mongabay.

9.10.2 Why do we clear forests?

By clearing forests, trees can be harvested for timber and paper production, and valuable ores and minerals can be mined from below the Earth's surface. Sometimes, forests are flooded rather than cleared in order to construct dams for hydroelectricity. Forests may also be cleared for food production, such as small-scale subsistence farming, large-scale cattle grazing, and for **plantations** and crop cultivation.

plantation an area in which trees or other large crops have been planted for commercial purposes

Road construction, usually funded by governments, also plays a part in changing rainforest environments (see **FIGURE 4**). Roads help to improve access and make more land available, especially to the landless poor. They also reduce population pressures elsewhere by encouraging people to move to new places. At the same time, businesses benefit from improved access to mining resources and forest timbers, and are better able to establish large cattle ranches and farms.

FIGURE 4 The effects of road building in the Amazon. Settlements tend to follow a linear pattern along the roads and then gradually move inland, opening up the forests.

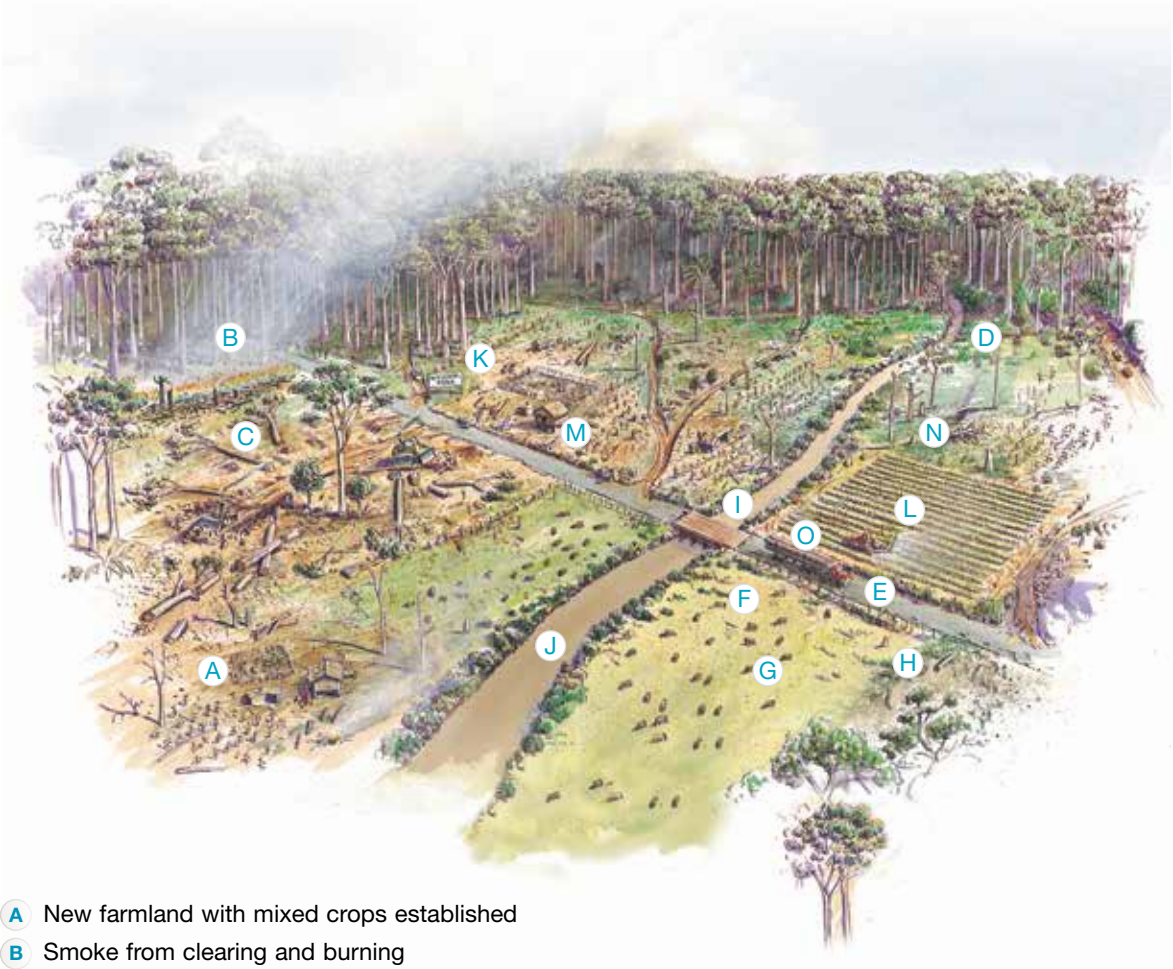
Source: NASA Earth Observatory.

9.10.3 The impacts of forest clearing

FIGURE 5 illustrates some changes that forest clearing in the Amazon can have on the environment.

int-5578

FIGURE 5 Impacts of clearing the Amazon forest



- **A** New farmland with mixed crops established
- **B** Smoke from clearing and burning
- **C** Newly cleared land, trees cut down and burned. This is called slash-and-burn agriculture.
- **D** Weeds and exotic species invade edges of remaining forest.
- **E** New road gives access to more settlers and to animal poachers.
- **F** Large cattle ranch
- **G** Introduced cattle erode the fragile topsoil with their hard hooves.
- **H** Erosion of topsoil increases, caused by rain on exposed soils.
- **I** Flooding increases as the stream channel is clogged with sediment.
- **J** The river carries more sediment as soil is washed into streams.
- **K** Fences stop movement of rainforest animals in search of food.
- **L** Pesticides and fertilisers wash into the river.
- **M** Farm is abandoned as soil fertility is lost.
- **N** Weeds and other species dominate bare land.
- **O** Harvesting of timber reduces forest biodiversity.

9.10 SKILL ACTIVITY: Interpreting and analysing geographical data and information

Research soybean farming in the Amazon. How does it compare with cattle ranching in terms of environmental sustainability?

9.10 Exercise

learnon

9.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 6, 7	4, 8, 9	3, 10

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- Receive immediate feedback
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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Subsistence farming in the Amazon could be referred to as slash-and-burn farming.
   b. Forests covered 45 per cent of the Earth's land in pre-industrial times, but human activity has decreased this to 30 per cent through large-scale deforestation.
2. The advantage of road building in the Amazon is:
   A. faster travel times.
   B. animals crossing the road are easy to see.
   C. better visibility across a region.
3. The large-scale clearing of tropical rainforests is considered to be an _____ practice.
4. **Consider** what ways the environmental changes of small-scale subsistence farming differ from those of large-scale soybean cropping.
5. Refer to **FIGURE 3**. **Describe** the total loss in Brazilian forests since 1970. Use data to **justify** your answer.

Apply your understanding

Concluding and decision-making

6. Opening up the rainforest with roads can lead to fragmentation of the forest. **State** what the effect of this might be on:
   a. native animals
   b. local indigenous populations.

Communicating

7. **Identify** how a small-scale farmer from the Amazon and an environmentalist from another country might view the resources of a rainforest.
8. Refer to **FIGURE 5**. **Consider** three changes to the river as a result of forest clearing.
9. **Judge** how changes as a result of forest clearing might affect farming downstream.
10. **Discuss** two methods that could be used in the Amazon to reduce the amount of sediment washing into the river. Propose a plan for how this might be achieved and the outcomes you would expect.

LESSON
9.11 How has overfishing changed the ocean biome?

LEARNING INTENTION

By the end of this lesson you should be able to outline the problem of overfishing and discuss the benefits and problems with aquaculture.

TUNE IN

Over 75 per cent of the Earth's surface is covered by oceans and seas, which have their own unique biome structure.

FIGURE 1 Unsustainable fishing

Refer to **FIGURE 1**.

1. What does this image indicate about sustainability in the ocean biome?
2. How could fishing be more sustainable into the future?

9.11.1 Overfishing — causes and consequences

The ocean biome has always been seen as an unlimited source of food for humans. In fact, overfishing is causing the collapse of many of our most important marine ecosystems, and threatens the main source of protein for more than 1 billion people worldwide. **Aquaculture** is a possible solution but, at the same time, it contributes to the decline in fish stocks.

aquaculture the farming of aquatic plants and aquatic animals such as fish, crustaceans and molluscs

Overfishing is simply catching fish at a rate higher than the rate at which fish species can repopulate. It is an unsustainable use of our oceans and freshwater biomes.

Massive improvements in technology have enabled fish to be located and caught in larger numbers and from deeper, more inaccessible waters. The use of spotter planes, radar, sonar and factory ships ensures that fish can be caught, processed and frozen while still at sea.

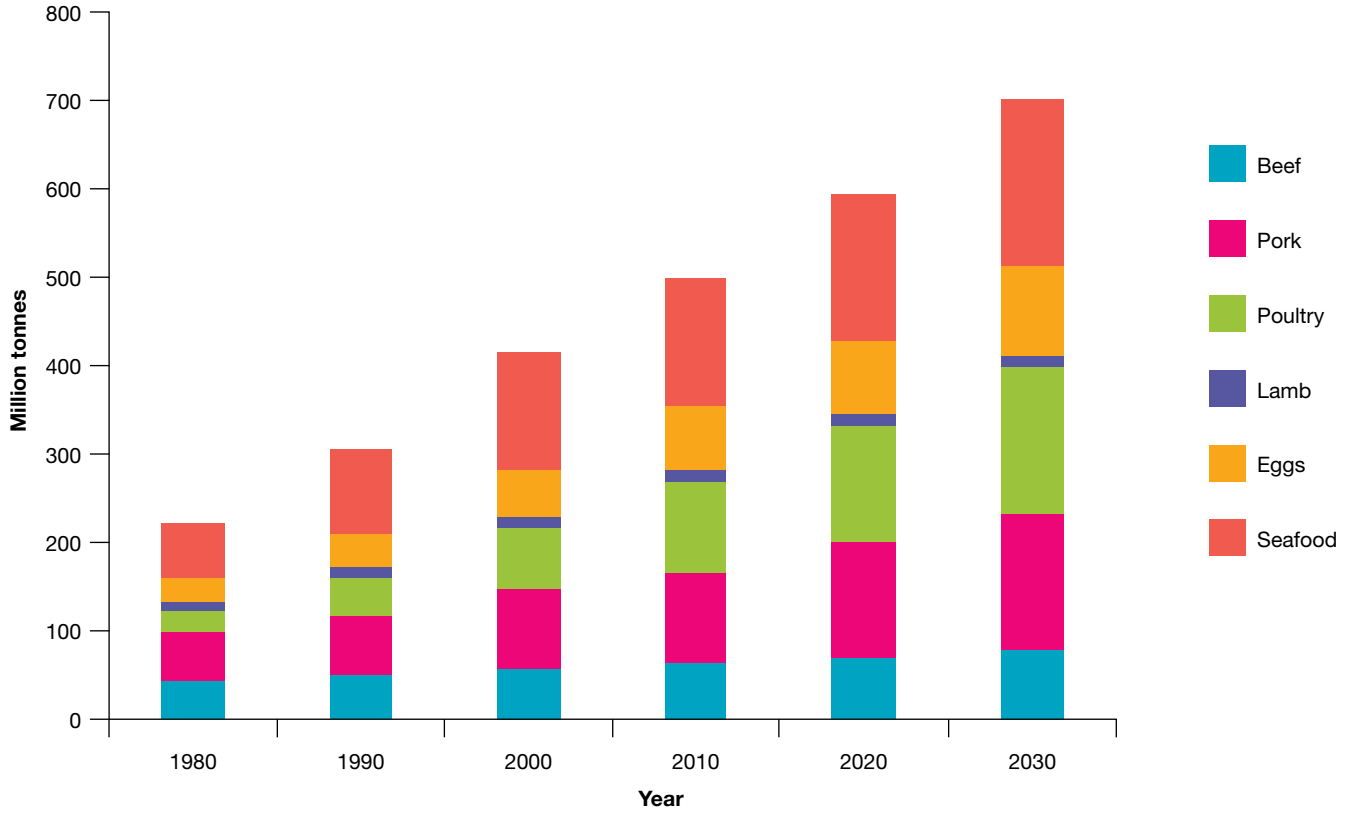
Globally, fish is the most important animal protein consumed (see **FIGURE 3**). Historically, a lack of conservation and management of fisheries, combined with rising demand for fish products, has seen a 'boom and bust' mentality. The larger fish species are targeted and exploited and, after their populations are decimated, the next species are fished. Examples of these include blue whales, Atlantic cod and bluefin tuna.

FIGURE 2 Fish farms are a form of aquaculture where fish are bred and raised in underwater mesh cages to mainly be sold as food.

What happens when we overfish?

- With overfishing there are often large quantities of by-catch. This means that juvenile fish and other animals, such as dolphins and sea birds, are swept up in nets or baited on hooks before being killed and discarded. For every kilogram of shrimp caught in the wild, 5 kilograms of by-catch are wasted (see **FIGURE 4**).
- Destructive fishing practices such as cyanide poisoning, dynamiting of coral reefs and bottom trawling (which literally scrapes the ocean floor) cause continual destruction to local ecosystems.
- A large quantity of fish that could have been consumed by people is converted to fishmeal to feed the aquaculture industry, to fatten up pigs and chickens, and to feed pet cats. In Australia, the average cat eats 13.7 kilograms of fish a year. The average Australian eats 15 kilograms per year.
- Coastal habitats are under pressure. Coral reefs, mangrove wetlands and seagrass meadows, all critical habitats for fish breeding, are being reduced through coastal development, overfishing and pollution.

FIGURE 3 Global protein demand, 1980–2030 (million tonnes)



Source: OECD-FAO Agricultural Outlook.

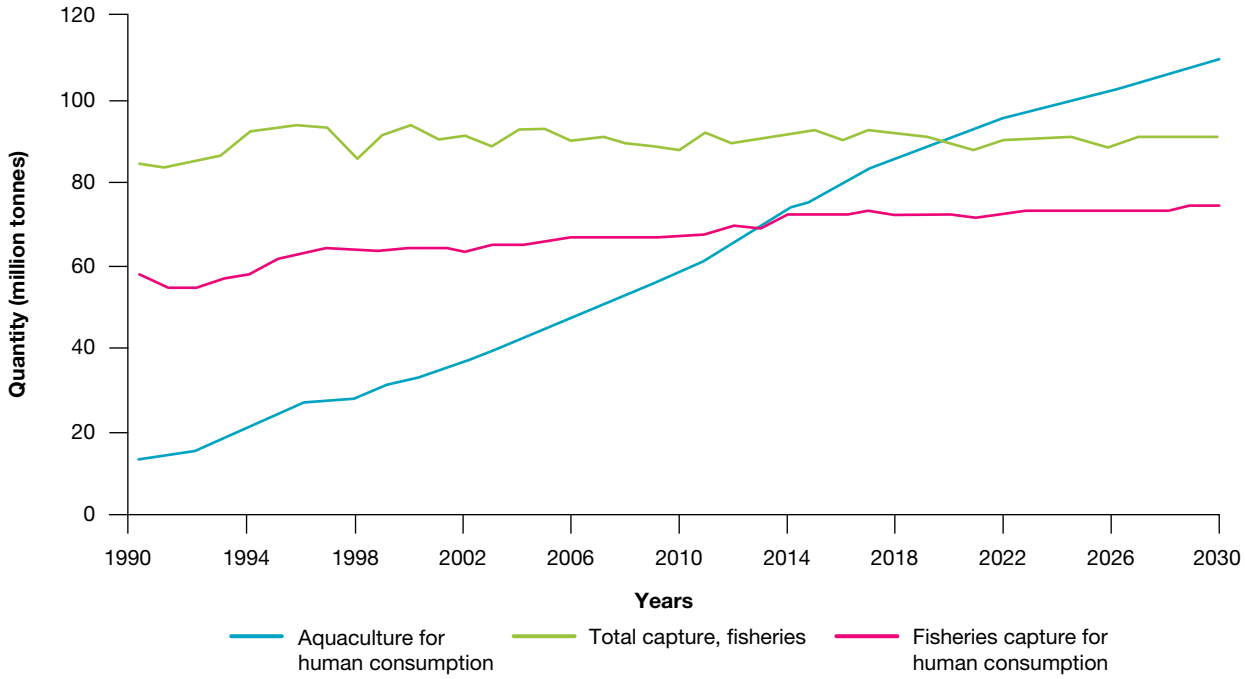
FIGURE 4 Up to 80 per cent of some fish catches is by-catch.

9.11.2 Aquaculture

Aquaculture is one of the fastest-growing food industries, providing fish for domestic and export markets. It brings economic benefits and increased food security (see **FIGURE 5**).

Since 2014, fish farming has produced more fish than fish caught in the wild; the total fisheries and aquaculture production reached an all-time record of 214 million tonnes in 2020. In 2020, these producers accounted for almost 49 per cent of total global capture production: China, Indonesia, Peru, Russian Federation, the United States and Vietnam. Australia's history of fish farming started more than 6000 years ago, when First Nations Australians created a series of fish traps in Lake Condah, in south-west Victoria, to capture a reliable source of eels. Today, aquaculture is Australia's fastest growing primary industry, producing approximately 60 per cent of Australia's seafood.

FIGURE 5 Global fish and aquaculture 1990–2030



Source: Food and Agriculture Organization of the United States. In Briefs: The State of World Fisheries and Aquaculture 2018. Meeting the Sustainable Development Goals.

While aquaculture is often seen as a sustainable and eco-friendly solution to overfishing, its rapid growth and poor management in many places has created large-scale environmental change. Some of these changes are described below.

FIGURE 6 Feeding fish in pens, Thailand

- *Pollution.* Many fish species are fed a diet of artificial food in dry pellets (see **FIGURE 6**). Chemicals in the feed, and the massive waste generated by fish farms, can pollute the surrounding waters.
- *Loss of fish stock.* Food pellets are usually made of fish meal and oils. Much of this comes from by-catch, but the issue is still that we are catching fish to feed fish. It can take 2 to 5 kilograms of wild fish to produce 1 kilogram of farmed salmon. Other ingredients in the food pellets include soybeans and peanut meal — products that are suitable for human consumption and grown on valuable farmland.

- *Loss of biodiversity.* Many of the fish species farmed are selectively bred to improve growth rates. If accidentally released into the wild, they can breed with native species and change their genetic makeup. This can lead to a loss of biodiversity. Capture of small ocean fish, such as anchovies, depletes food for wild fish and creates an imbalance in the food chain.
- *Loss of wetlands*. Possibly the greatest impact of aquaculture is in the loss of valuable coastal wetlands. In Asia, over 400 000 hectares of mangroves have been converted into shrimp farms. Coastal wetlands provide important ecological functions, such as protecting the shoreline from erosion and providing breeding grounds for native fish.

on Resources

Interactivity Hook, line and sinker (int-3324)

9.11 SKILL ACTIVITY: Communicating

Collect photographs and other information to create an annotated poster showing one of the destructive fishing practices mentioned in this lesson.

9.11 Exercise

learnon

9.11 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 5, 6	7, 8	9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
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Check your understanding

1. Overfishing can lead to a loss of biodiversity. True or false?
2. Aquaculture is the _____ of aquatic plants and animals such as _____, crustaceans and _____.
3. The most important animal protein consumed is:
   - A. beef.
   - B. pork.
   - C. cactus.
   - D. seafood.
4. **Identify** three benefits and three drawbacks of fish farming.
5. **State** why is it difficult to manage wild fish capture and prevent overfishing.
6. **Define** 'by-catch'.

Apply your understanding

Communicating

7. **Consider** the photograph in **FIGURE 4** and describe the by-catch that you see.

Interpreting and analysing geographical data and information

8. Refer to **FIGURE 3**. **Reflect on** how important fish is as a source of protein compared with other sources. Use figures in your answer.
9. Refer to **FIGURE 5**. **Compare** the **predicted** growth of fisheries capture (fish caught in the ocean) with aquaculture production to 2030.
10. What do you think the future of aquaculture might be? **Explain** your view using data to support your predictions.

LESSON
9.12 INQUIRY: Overfishing

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of the impact of overfishing, how we can implement more sustainable approach to fishing and the importance of food security.

Background

A conference has been organised for secondary Geography students studying biomes and food security. You have been invited to give a presentation on a current issue relating to food security, in this case overfishing, and to outline some of the responses that take into account economic, social and environmental factors. Following the guidelines provided in the Inquiry Steps section, conduct some background research and then produce a presentation to highlight the threat that overfishing presents to the world's food security.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Discuss the following:

(a) What do you know about overfishing?
(b) How could food security be improved for people who rely heavily on food from the ocean?

Step 1: Questioning and researching using geographical methods

Write your selected **inquiry question** based on the focus of this topic.

Investigate your inquiry question.

Include:

- a brief explanation and details of the global scale of overfishing (include data)
- details of factors (a minimum of three) that have contributed to overfishing; for example, improvements in technology, lack of regulations and international laws, the open sea, illegal fishing and factory ships.

Step 2: Interpreting and analysing geographical data and information

- **Create** a summary table outlining the impacts of overfishing on both the environment and people.
- **Explain** what you believe to be the greatest reason for overfishing and why.

Step 3: Concluding and decision-making

- **Discuss** two responses that could contribute to a more sustainable approach to fishing and the social, economic and environmental implications of each. Is one more likely to be more effective? Why?

Step 4: Communicating

- **Decide** how you will **communicate** your findings whether it be in the form of a written report, multi-media presentation, poster or slide presentation.

Complete your self-assessment using the **Inquiry rubric**.

Resources

Digital document Digital document Inquiry rubric (doc-39693)

LESSON
9.13 What are the causes and effects of land degradation?

LEARNING INTENTION

By the end of this lesson you should be able to outline the causes and effects of land degradation on our food-producing lands, and discuss how poor food-production practices are creating environmental degradation and threatening biodiversity.

TUNE IN

Land degradation can be a side effect of poor agricultural practices leading to biome destruction as well as dwindling agricultural productivity in an area.

FIGURE 1 Soil erosion as a result of overgrazing in Australia

Refer to **FIGURE 1**.

1. What clues can you see in the environment to suggest this place is suffering from land degradation?
2. Can you suggest what could be done to restore this landscape to a more natural environment?

9.13.1 What is land degradation?

Land is one of our most basic resources and one that is often overlooked. In our quest to produce as much as possible from the same area of land, we have often failed to manage it sustainably. Land **degradation** is the result of such poor management.

Land degradation is a decline in the quality of the land to the point where it is no longer productive. Land degradation covers such things as soil **erosion**, invasive plants and animals, **salinity** and desertification. Degraded land is less able to produce crops, feed animals or renew native vegetation. There is also a loss in soil fertility because the top layers, rich in **humus**, can be easily eroded by wind or water. In Australia, it can take up to 1000 years to produce just three centimetres of soil, which can be lost in minutes in a dust storm.

Globally, 75 per cent of the Earth's land area is substantially degraded. The rate of fertile soil loss is now averaging 24 billion tons per year globally. In Australia, of the five million square kilometres of land used for agriculture, more than half has been affected by, or is in danger of, degradation.

Land degradation is common to both the developed and developing world, and results from both human and natural causes.

degradation deterioration in the quality of land and water resources caused by excessive exploitation

erosion the wearing down of rocks and soils on the Earth's surface by the action of water, ice, wind, waves, glaciers and other processes

salinity the presence of salt on the surface of the land, in soil or rocks, or dissolved in rivers and groundwater

humus an organic substance in the soil that is formed by the decomposition of leaves and other plant and animal material

FIGURE 2 Dust storms can destroy much needed healthy soil in minutes

Human causes

Human causes of land degradation involve unsustainable land management practices, such as:

- *land clearance* — deforestation or excessive clearing of protective vegetation cover
- *overgrazing of animals* — plants are eaten down or totally removed, exposing bare soil, and hard-hoofed animals such as cows and sheep compact the soil (see **FIGURE 1**)
- *excessive irrigation* — this can cause watertables to rise, bringing naturally occurring salts to the surface, which pollute the soil
- *introduction of exotic species* — animals such as rabbits and plants such as blackberries become the dominant species
- *decline in soil fertility* — caused by continual planting of a single crop over a large area, a practice known as monoculture
- *farming on marginal land* — takes place on areas such as steep slopes, which are unsuited to ordinary farming methods.

Biophysical causes

Natural processes such as prolonged drought can also lead to land degradation. However, land can sometimes recover after a drought period. Topography and the degree of slope can also influence soil erosion. A steep slope is more prone to erosion than flat land.

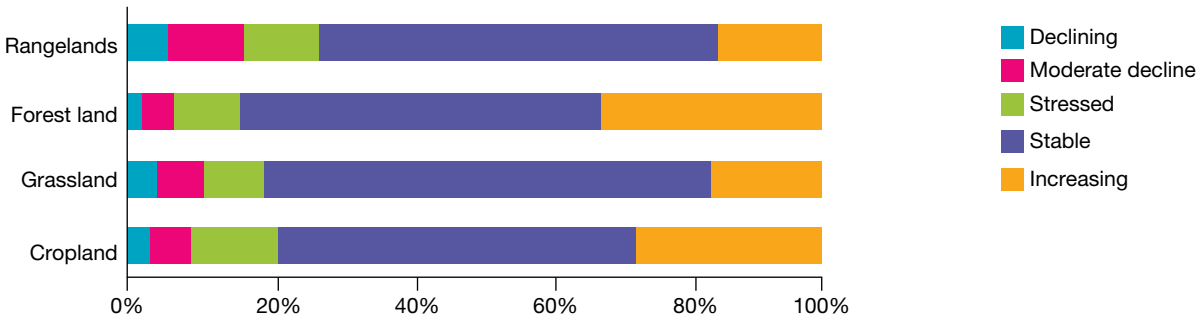
9.13.2 Impacts of land degradation

As land becomes degraded, productivity, or the amount of food it can produce, is lost. Some countries in sub-Saharan Africa have lost up to 40 per cent productivity in croplands over two decades, while population has doubled in the same time period. Farmers may choose to abandon the land, try to restore the land or, if the pressure to produce food is too great, they may have no choice but to continue using the land. Unproductive land will be exposed to continual erosion or weed invasion.

If extra fertilisers are applied to try to improve fertility, the excessive nutrients can create pollution and algae build-up in nearby streams. Airborne dust creates further hazards for both people and air travel. Land degradation is a classic example of human impact on all spheres of the environment — atmosphere, biosphere, lithosphere and hydrosphere.

FIGURE 3 illustrates global land productivity for different land uses, which is an important indicator of land degradation. Twenty per cent of the world's cropland shows declining or stressed land productivity, despite the efforts and resources being used to maintain food production.

FIGURE 3 Global land productivity for selected land uses



Notes:

Rangelands refers to shrublands mostly used for grazing.

Forest land applies to land with more than 40 per cent tree cover.

Grassland includes natural grasslands and pasture for grazing.

Cropland includes all arable land and where 50 per cent of land is used for crops.

Source: © European Union, 1995-2019. Cherlet, M., Hutchinson, C., Reynolds, J., Hill, J., Sommer, S.,von Maltitz, G. Eds., *World Atlas of Desertification*, Publication Office of the European Union, Luxembourg, 2018.

About 40 per cent of degraded lands are found in places that experience widespread poverty, which is a contributing factor to food insecurity. Poor farmers with degraded land and few resources often have little choice but to continue to work the land. There is a strong interconnection between land degradation, migration and political instability. If declining soil quality and an increase in droughts due to climate change continue, between 50 and 700 million people could be forced to move by 2050.

Desertification is an extreme form of land degradation. It usually occurs in semi-arid regions of the world, and the result gives the appearance of spreading deserts. Desert biomes, or arid regions, are harsh, dry environments where few people live. In contrast, semi-arid regions, or drylands, occupy 41 per cent of the Earth's surface and support more than 2 billion people, 90 per cent of whom live in developing nations. Economically, drylands support 44 per cent of the world's food production and 50 per cent of the world's livestock. Although traditional grazing and cropping has taken place in dryland regions for centuries, population growth and the demand for food have put enormous pressure on land resources. Overclearing of vegetation, overgrazing and overcultivation are a recipe for desertification.

9.13.3 The effects of farmland irrigation on the land

Food production and security is directly related to water availability. Water is a finite resource and, although there is plenty of water in the world, it is not always located where people are concentrated or where food is grown. Therefore, humans have drawn water from both surface and underground sources to improve food production in areas of high population.

Most of the world's food production is rain fed or dependent on naturally occurring rainfall. Only a small proportion of agricultural land is irrigated, yet irrigation is now the biggest user of water in the world, consuming 70 per cent of the world's freshwater resources. Irrigation brings many benefits, such as:

- supplementing or replacing rain, especially in places where rainfall is low or unreliable. In many parts of the world, it is not possible to produce food without irrigation.
- increasing crop yields, up to three times higher than rain-fed crops. Only 20 per cent of the world's farmland is irrigated but it produces over 40 per cent of our food.
- enabling a wide variety of foods to be grown, especially those with high water needs, such as rice, or with high value, such as fruit and wine grapes
- flexibility, being used at different times according to crop needs; for example, during planting and growing or close to harvest time.

FIGURE 3 Irrigation allows for pasture to be grown in times of drought. Compare the irrigated with the non-irrigated paddocks.

on Resources

Interactivities How is rice grown? (int-3322)
Losing land (int-3325)

9.13.4 Environmental impacts of irrigation

While irrigation has resulted in increased food production and greater food security, it has also created major changes to the biomes where it is used. Irrigation changes the natural environment by extracting water from rivers and lakes and through the building of structures to store, transfer and dispose of water. The topography, or shape of the land, is often changed too, such as when terraces are built for paddy fields. In addition, irrigation water is often applied to the land in much larger quantities than naturally occurs, which can lead to changes in soil composition, and **waterlogging** and salinity problems.

How does irrigation create salinity problems?

Overwatering of shallow-rooted crops adds excess water to the **watertable**, causing it to rise (see **FIGURE 5**).

If the subsoils are naturally salty, much of this salt can be drawn to the surface. Most crops and pasture will not grow in salty soils, so the land becomes useless for farming. Land that is affected by salinity is also more prone to wind and water erosion.

Globally, some 62 million hectares of land (an area the size of France) has been lost due to such issues. Salinity is also a major cause of land degradation in Australia (see **FIGURE 6**).

As population increases, so too does demand for water. Moreover, there are always competing demands for water from the domestic, industrial and environmental sectors. For countries that have growing populations and limited water resources, water deficits and food insecurity are a growing concern. In many places in the world, water is becoming increasingly scarce. Consequently, the development of water resources is becoming more expensive and, in some cases, environmentally destructive.

For thousands of years, farmers have diverted water from rivers, lakes and wetlands for watering crops and pastures in dry areas. Large-scale irrigation schemes can effectively 'water' our deserts but, if too much water is used, wetlands can dry out, rivers cease to flow and lakes and underground **aquifers** shrink. It is estimated that between three and six times more water is held in reservoirs around the world than exists in natural rivers. It is possible that the level of water extraction will nearly double by 2050.

waterlogging saturation of the soil with groundwater such that it hinders plant growth

watertable the surface of the groundwater, below which all pores in the soils and rock layers are saturated with water

aquifer a body of permeable rock below the Earth's surface, which contains water, known as groundwater

int-5589

FIGURE 5 The development of irrigation salinity

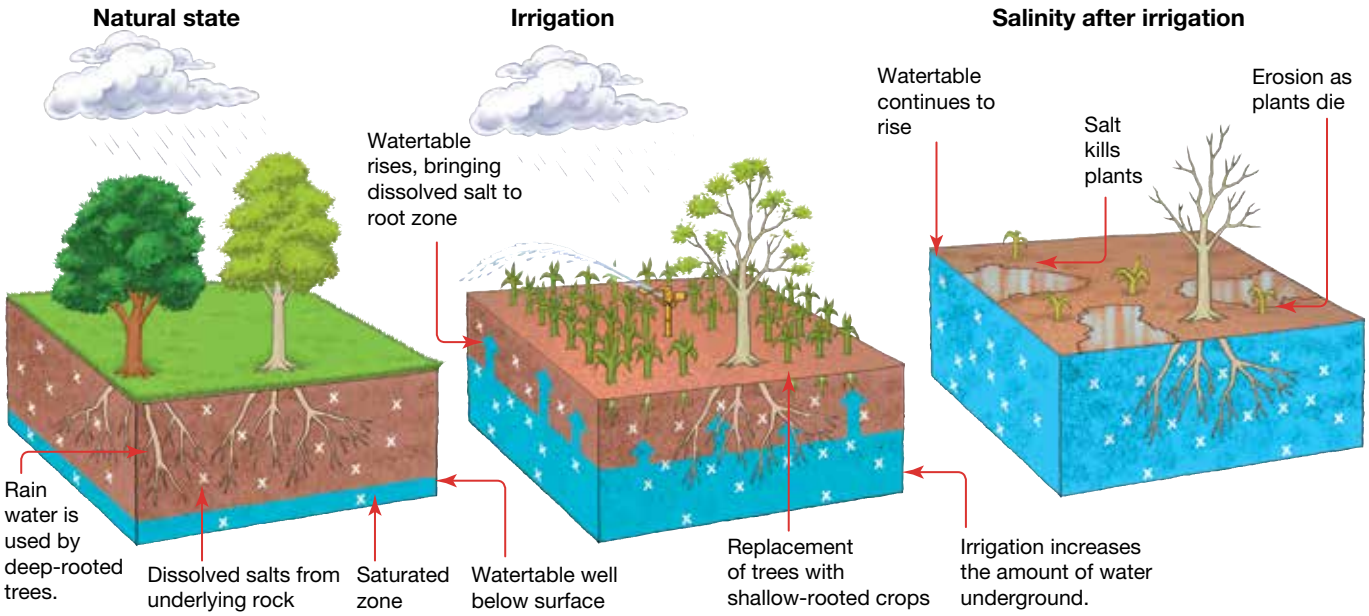
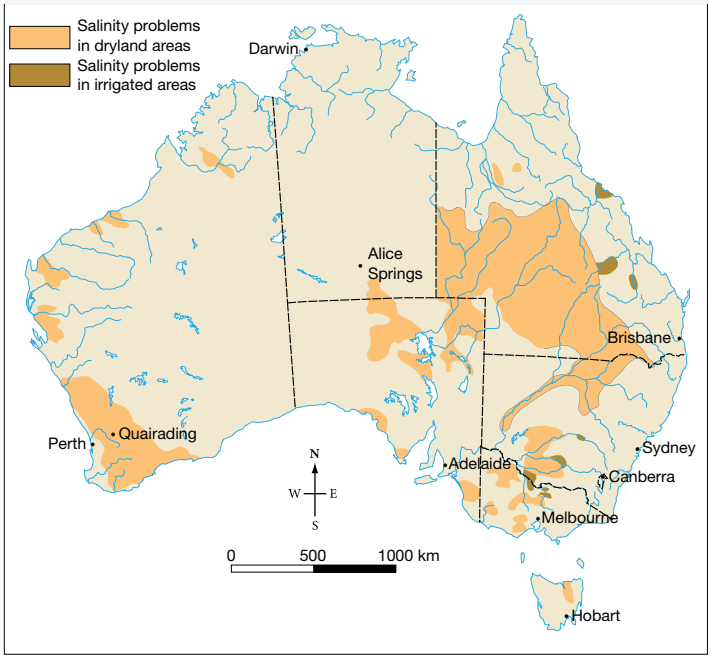


FIGURE 6 The distribution of salinity in Australia.

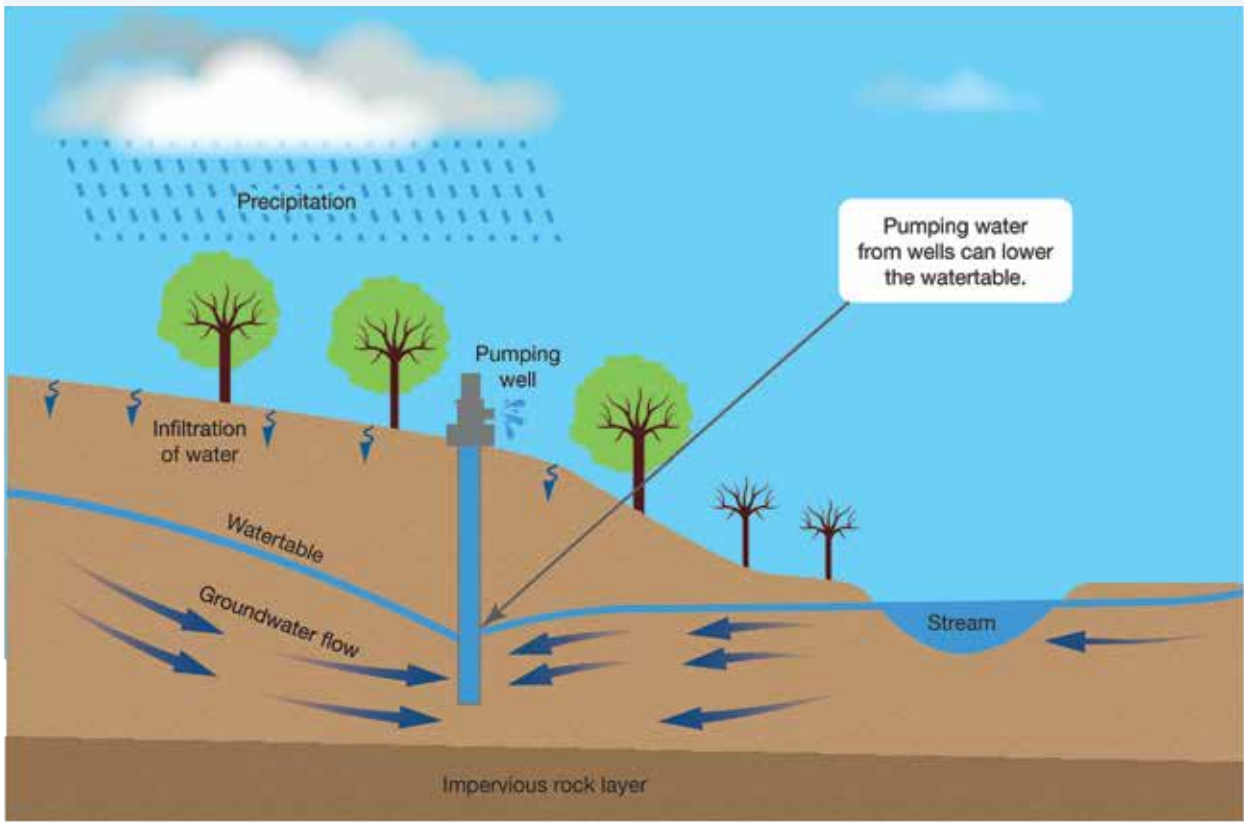


Source: Map drawn by Spatial Vision.

As surface water resources become fully exploited, people turn to underground water sources. Improvements in technology have also enabled farmers to pump water from aquifers deep underground (see **FIGURE 7**).

Groundwater levels do not respond to changes in the weather as rapidly as rivers and lakes do. If the water is removed unsustainably (at a rate that is faster than the rate of replenishment by rainfall, run-off or underground

FIGURE 7 Diagram showing the use of groundwater as a water source for farming



flow), then watertables fall. Water extraction then becomes harder and more expensive. Water stored in aquifers can take thousands of years to replenish. Over-extraction of groundwater can result in wells running dry, reduced stream flow, and even land subsidence (sinking).

The High Plains region of the central United States is the leading irrigation area in the western hemisphere, producing over $20 billion worth of food and fibre per year. In all, 5.5 million hectares of semi-arid land is irrigated using water pumped from the huge Ogallala Aquifer (see **FIGURE 9**). Since large-scale irrigation was developed in the 1940s, groundwater levels have dropped by more than 30 metres. Pesticides and other pollutants from farming have also infiltrated the groundwater. Scientists estimate that the aquifer will be 69 per cent depleted by 2060 and it would take more than 6000 years for it to refill naturally.

FIGURE 8 Irrigated cropland relies heavily on water from the Ogallala Aquifer.

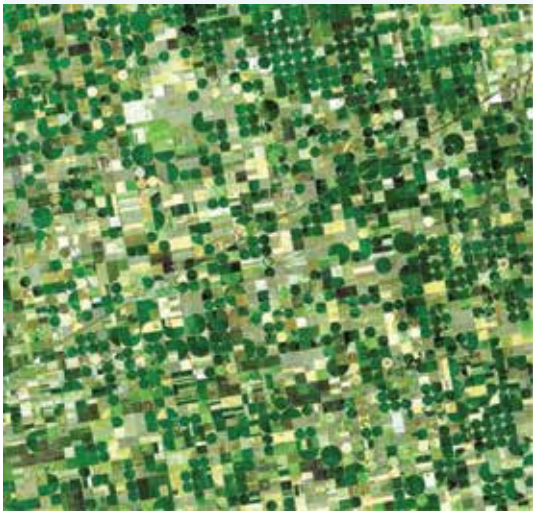


FIGURE 9 The size of the Ogallala Aquifer in the central United States

Source: Based on data from the USGS. Map drawn by Spatial Vision.

9.13 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

1. **Investigate** methods used in Australia to reduce the environmental effects of salinity.
2. Using **FIGURE 5** as a model, **create** a similar sketch depicting the development of irrigation salinity. Based on your research findings, **annotate** your drawing with suggestions for how to reduce the effects of irrigation salinity.

9.13 Exercise

learnon

9.13 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 8, 9	3, 5, 6	7, 10

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- Access sample responses
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Check your understanding

1. **Identify** four human causes of land degradation.
   - A. Over-cultivation
   - B. Steep slopes
   - C. Over-irrigation
   - D. Farming on marginal lands (for example, steep slopes or poor soils)
   - E. The introduction of feral plant species
   - F. Floods
2. **Identify** three natural causes of land degradation.
   - A. The introduction of feral animal species
   - B. Steep slopes
   - C. Drought
   - D. Clearing of vegetation
   - E. Flood
   - F. Overgrazing
3. **Identify** what percentage of the world's fresh water is consumed by irrigation.
   - A. 90 per cent
   - B. 25 per cent
   - C. 70 per cent
   - D. 75 per cent
4. **Identify** the different types of water resources that can be used to supply water for food production.
5. **Consider** the photograph in **FIGURE 1**. Why would it be difficult to either graze animals or grow crops on this land?

Apply your understanding

Interpreting and analysing geographical data and information

6. **Analyse** three changes to the environment that are needed in order to irrigate land for agriculture.
7. Study the **FIGURE 6** map, which shows the distribution of salinity in Australia. **Justify** why you think dryland salinity covers a larger area than irrigation salinity.
8. **State** the advantages and disadvantages of using groundwater and surface water for farming.

Communicating

9. Refer to **FIGURE 3**.
   - a. **Name** the land use that has the greatest percentage of stressed and declining productivity.
   - b. What type of farming activities could **explain** the increased productivity in croplands?
10. Study **FIGURE 7**. **Discuss** how pumping groundwater can lower watertables.

LESSON
9.14 Why is global biodiversity diminishing?

LEARNING INTENTION

By the end of this lesson you should be able to outline how global biodiversity and specifically agricultural biodiversity are on the decline — largely as a result of human activities, particularly the production of foods and fibres.

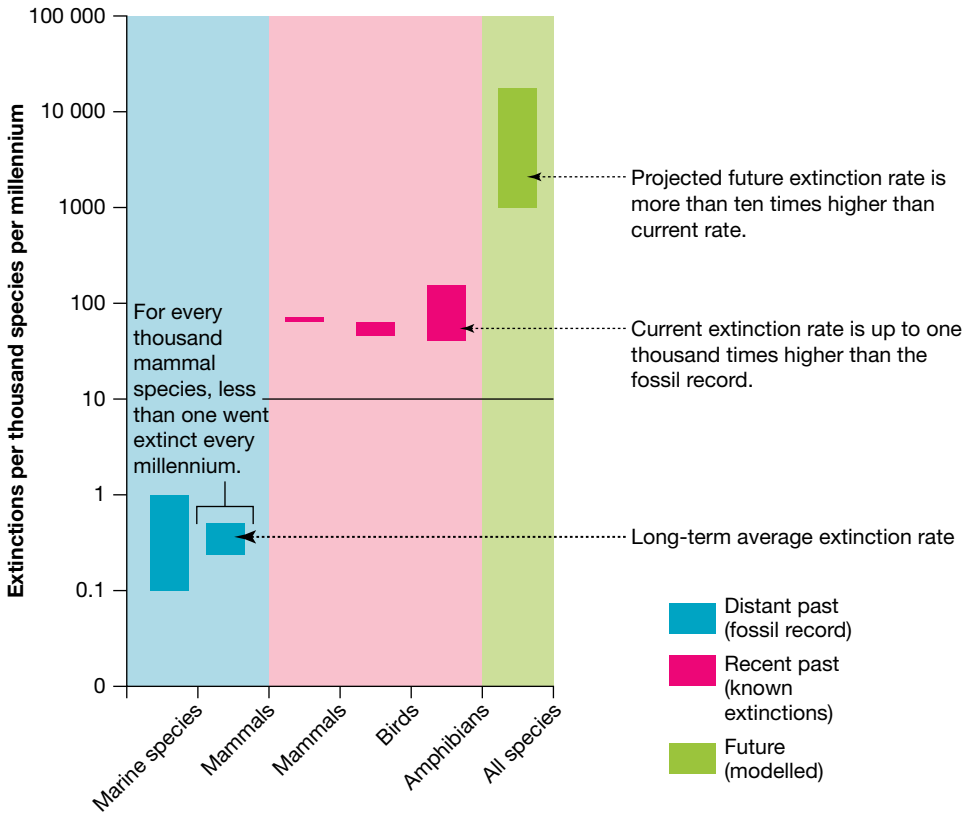
TUNE IN

Many people are concerned that plant and animal species are becoming extinct due to human-induced changes to biomes.

Refer to **FIGURE 1**.

1. Can you give reasons why amphibians (water-based animals) such as frogs have such a high extinction rate?
2. **FIGURE 1** shows that in the distant past, low numbers of species of mammals went extinct (humans are also mammals). Can you suggest based on your understanding of biomes why this is the case?

FIGURE 1 Extinctions per thousand species per millennium



Source: World Resources Institute.

9.14.1 The loss of biodiversity

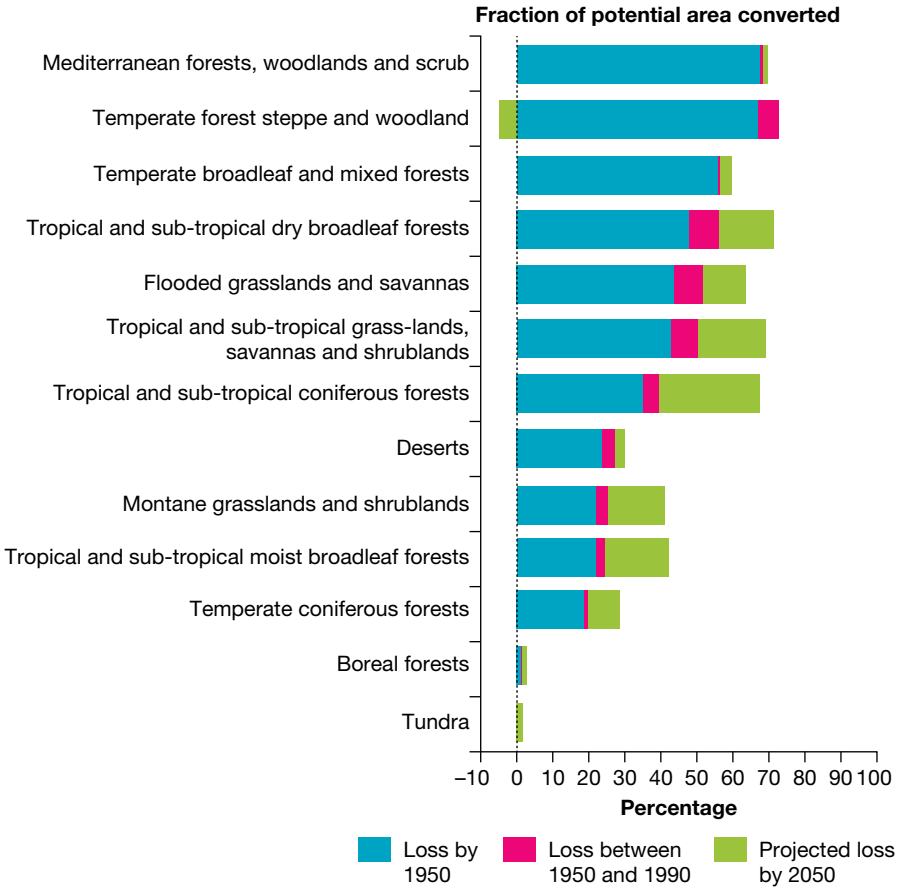
The past few centuries have seen the greatest rate of species extinction in the history of the planet (see **FIGURE 1**). The population of most species is decreasing, and genetic diversity is declining, especially among species that are cultivated for human use. Six of the world's most important land biomes have now had more than 50 per cent of their area converted to agriculture (see **FIGURE 2**).

In those places where there has been very little industrial-scale farming, a huge variety of crops are still grown. In Peru, for example, more than 3000 types of potatoes are still cultivated. Elsewhere, biodiversity as well as agricultural biodiversity (biodiversity that is specifically related to food items) is in decline. In Europe, 50 per cent of all breeds of domestic animals have become extinct, and in the United States, 6000 of the original 7000 varieties of apple no longer exist. How has this happened?

Reasons for the decline in biodiversity:

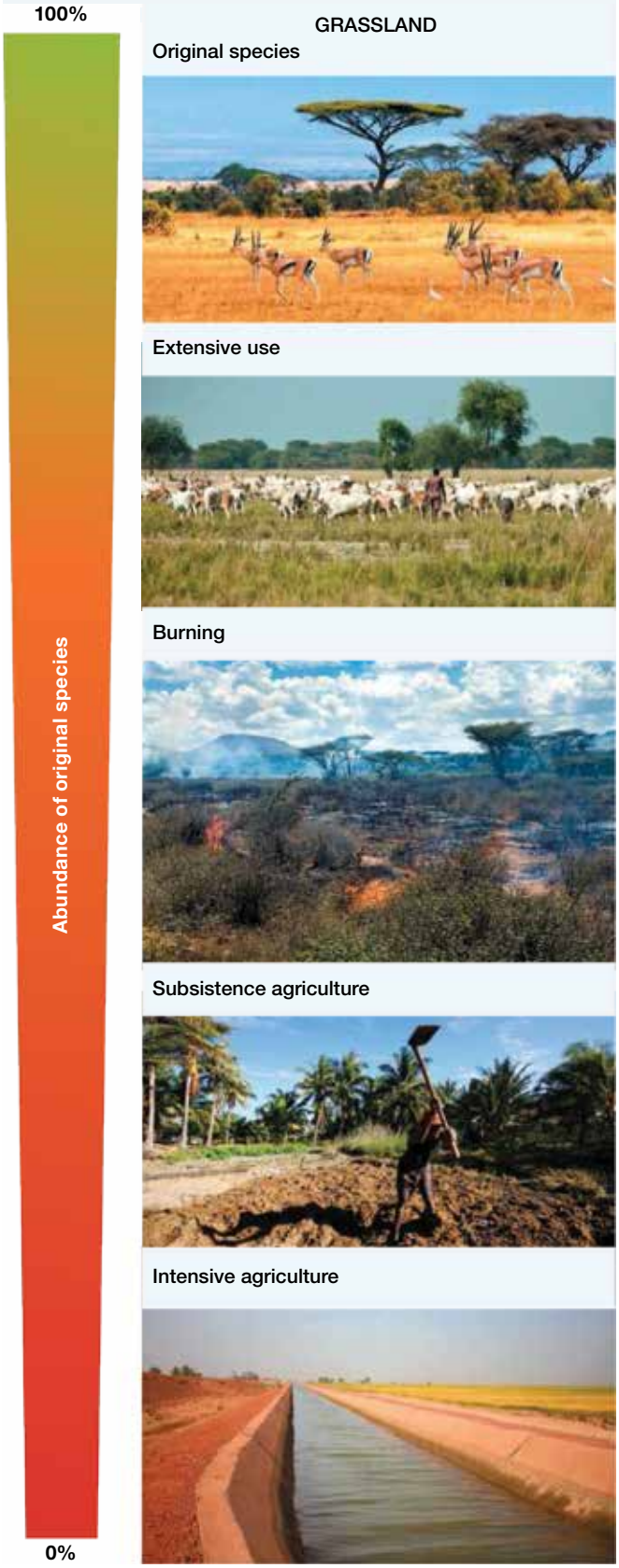
- Industrial-scale farming and new high-yielding, genetically uniform crops replace thousands of different traditional species. Two new rice varieties in the Philippines account for 98 per cent of cropland.
- Converting natural habitats to cropland and other uses replaces systems that are rich in biodiversity with monoculture systems that are poor in diversity (see **FIGURE 3**).
- Uniform crops are vulnerable to pests and diseases, which then require large inputs of chemicals that ultimately pollute the soil and water. Traditional ecosystems have many natural enemies that combat pest species.
- The introduction of modern breeds of animals has displaced indigenous breeds. In the space of 30 years, India has lost 50 per cent of its native goat breeds, 30 per cent of sheep breeds and 20 per cent of indigenous cattle breeds.

FIGURE 2 Percentage of biomes converted to agriculture over time



Source: National Research Council 2010, Understanding the Changing Planet: Strategic Directions for the Geographical Sciences, The National Academies Press, Washington, DC, p. 32.

FIGURE 3 Changes to percentage of original species according to changes in biomes for food production



9.14.2 Australia's biodiversity

endemic describes species that occur naturally in only one region

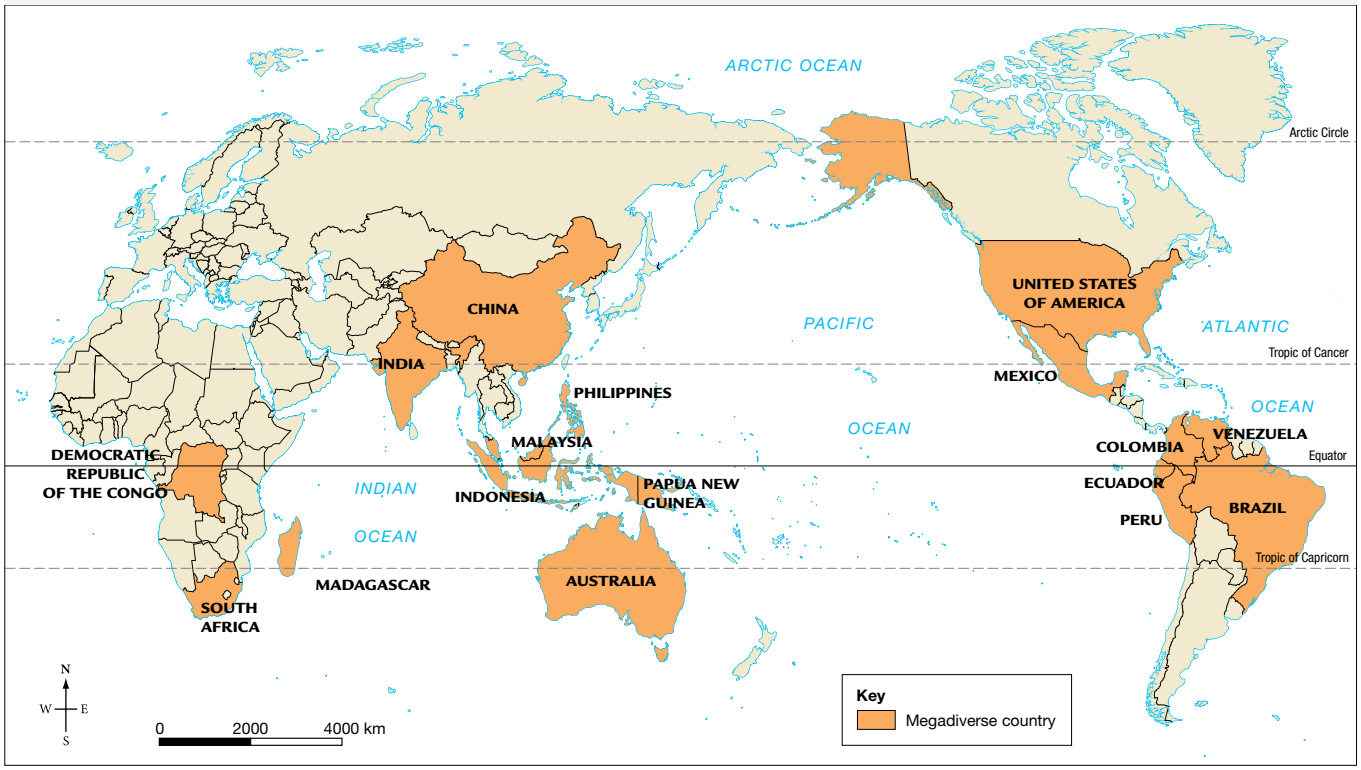
Australia has a high number of **endemic** species, and 7 per cent of the world's total species of plants, animals and micro-organisms. This makes Australia one of only 17 countries, along with China, Brazil, the United States and others, that are classified as megadiverse — having high levels of biodiversity. These 17 nations combined contain 75 per cent of the Earth's total biodiversity (see **FIGURE 4**). Australia's unique biodiversity is due to its 140 million years of geographic isolation.

However, Australia has experienced the largest documented decline in biodiversity of any continent over the past 200 years. It is thought that 48 plant species and 50 species of animals (27 mammal species and 23 bird species) are now extinct.

The sustainable land and resource management practices of First Nations Peoples of Australia carried out over many thousands of years ensured food security for the people and respect for the biodiversity of the lands, waterways, lakes and marine environments that sustained them.

At the time of European occupation in 1788, their deep knowledge and close association with the land allowed for sustainable management of the ecosystems and biomes in which they lived. Rotational land occupation, sustainable fishing practices and controlled burning ensured that both biodiversity and food security were maintained. The 'world view' that describes this sustainable lifestyle is called an 'Earth-centred' approach. This means people's interaction with the environment is one of stewardship.

FIGURE 4 Distribution of megadiverse countries



Source: Map drawn by Spatial Vision.

9.14 SKILL ACTIVITY: Questioning and researching using geographical methods, Concluding and decision-making

Australia has experienced the largest documented decline in biodiversity of any continent over the past 200 years.

1. **Investigate:**
   a. land management practices that were used in your area before European colonisation
   b. the plant and animal species that are endangered or threatened in your area.
2. How might a more Earth-centred approach help to protect these species? (As research, you could ask local First Nations Elders.) **Suggest** at least three strategies.

9.14 Exercise

learnon

9.14 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 6, 7	4, 8, 9	5, 10

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Check your understanding

1. Human activities can lead to a loss of biodiversity. True or false?
2. Australia is considered a megadiverse country. True or false?
3. 'Endemic' describes _____ that occur _____ in only one _____.
4. **Analyse FIGURE 2.**
   a. Which three biomes have seen the greatest percentage change in areas converted to agriculture? Use figures in your answer.
   b. **Suggest** why these three have had the most change.
5. Study the information in **FIGURE 3**. **Evaluate** the changes to the grassland biome as seen over time.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Elaborate** on the ways that First Nations Australian Peoples' practice of rotational land occupation has helped maintain biodiversity before European occupation.
7. Does it matter that we have fewer species of apples or goats? **Explain** your view with reference to what you have learned in this lesson.
8. **Identify** impacts genetically modified crops might have on species diversity.
9. **Compare** how the environmental impacts of a traditional small-scale farm might compare with a large-scale producer.

Communicating

10. Do you think it will be possible, in the future, for Australia to maintain its megadiverse status? **Predict** what actions might contribute to this.

LESSON
9.15 Investigating topographic maps — Coastal wetland biome in Binydjarrna (Dalywoi/Daliwuy Bay)

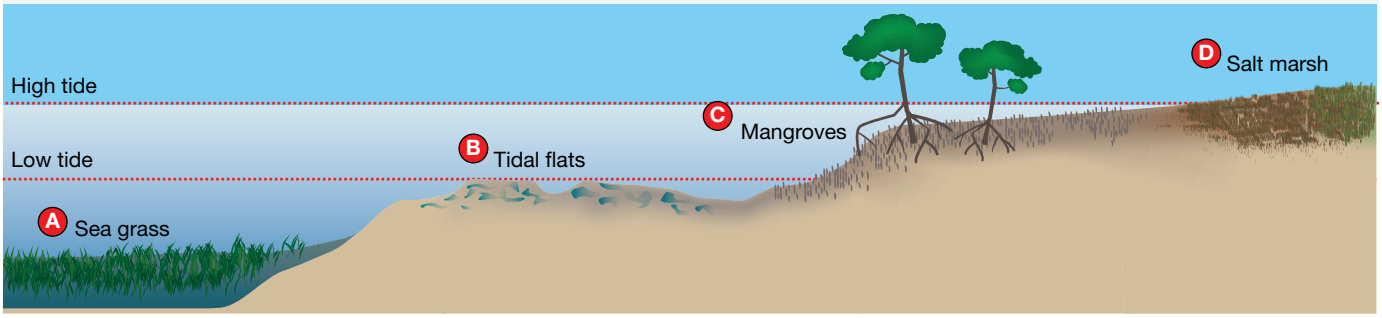
LEARNING INTENTION

By the end of this lesson you should be able to explain how aspects of the wetland biome in Binydjarrna (Dalywoi/Daliwuy Bay) function using examples from a topographic map.

9.15.1 Coastal wetlands at Binydjarrna (Dalywoi/Daliwuy Bay)

Wetlands are biomes where the ground is saturated, either permanently or seasonally. They are found on every continent except Antarctica. Wetlands include areas that are commonly referred to as marshes, swamps and bogs. Refer to section 9.5.2 for further information about coastal wetlands.

FIGURE 1 Cross-section of a mangrove wetland



A Seagrass meadows:
- are covered by water all the time
- bind the mud and provide shelter for young fish
- produce **organic matter**, which is consumed by marine creatures.

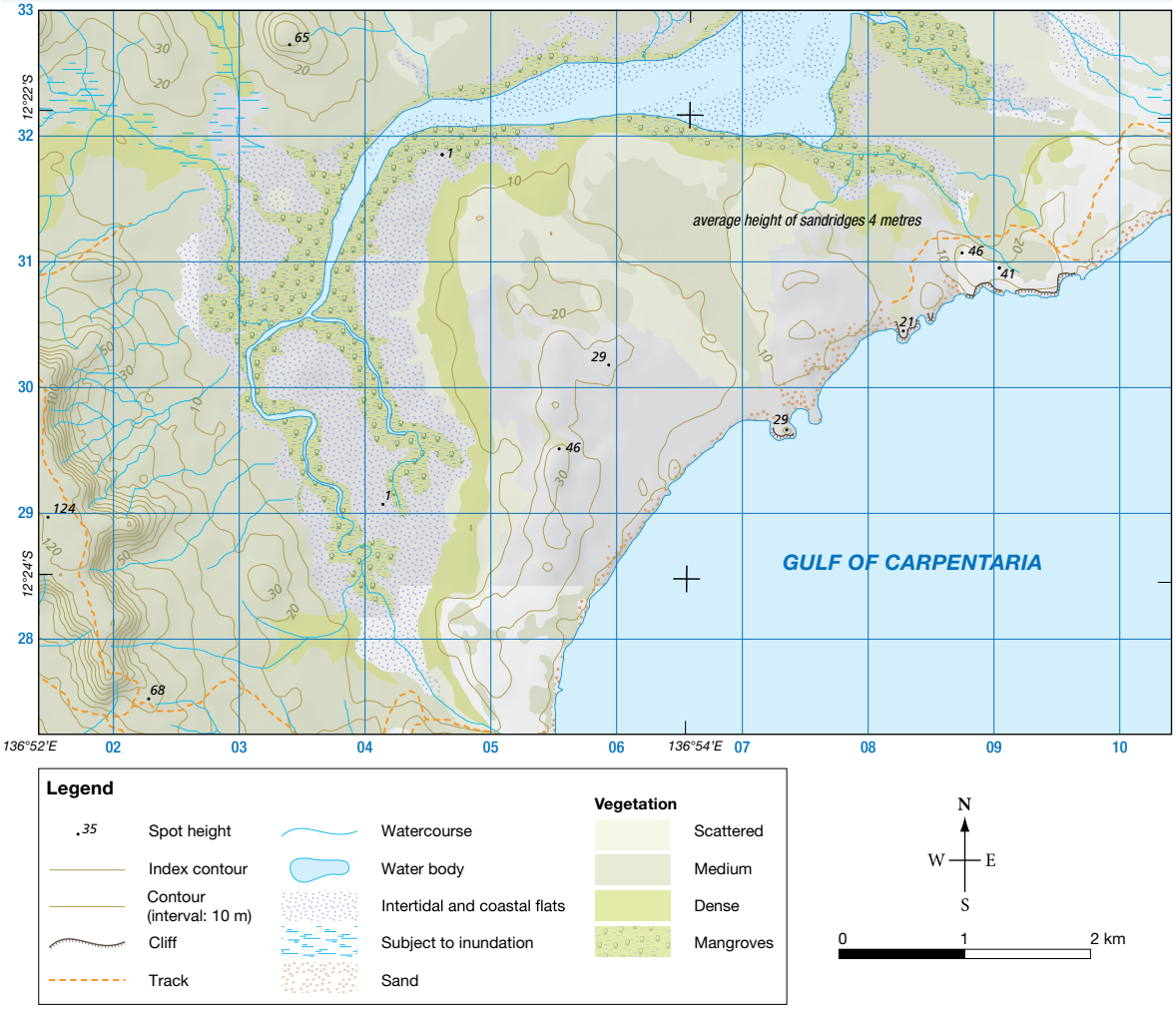
B Tidal flats:
- are covered by tides most of the time
- are exposed for short periods of the day (low tide)
- are formed by silt and sand that has been deposited by tides and rivers
- provide a feeding area for birds and fish.

C Mangroves:
- have **pneumatophores** that trap sediment and pollutants from the land and sea
- change shallow water into swampland
- store water and release it slowly into the ecosystem
- have leaves that decompose and provide a food source for marine life
- provide shelter, breeding grounds and a nursery for marine creatures and birds.

D Salt marshes:
- are covered by water several times per year
- provide decomposing plant matter — an additional food source for marine life
- have high concentrations of salt.

int-8591

FIGURE 2 Topographic map extract, Binydjarrna (Daliwuy Bay), Northern Territory



Source: Adapted from Geoscience Australia, The Australian Army © Commonwealth of Australia (1999).

on Resources

eWorkbook	Investigating topographic maps — Coastal wetlands in Daliwuy Bay (ewbk-10606)
Digital document	Topographic map extract of Binydjarrna (Daliwuy/Dalywoi Bay) (doc-36265)
Video eLesson	Investigating topographic maps — Coastal wetlands in Dalywoi Bay — Key concepts (eles-6116)
Google Earth	Binydjarrna (Daliwuy/Dalywoi Bay)

9.15 Exercise

learnon

9.15 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2	3, 4	5, 6

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- Access sample responses
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Check your understanding

1. **Describe** the natural functions of wetlands in the environment.
2. **Identify** the following features on the map.
   a. The highest point
   b. An area that is subject to inundation
   c. A track to the beach
3. Refer to **FIGURE 2** and **describe** the environment at the following locations.
   a. GR042309
   b. GR071329
   c. GR030320
   d. GR042285

Apply your understanding

4. Refer to **FIGURE 2.**
   a. Locate the grid square bounded by the following grid references: GR030300, GR030310, GR040030, GR040310.
   b. **Describe** the natural environment in this area.
   c. **Describe** how this environment would change over the course of the day.
   d. **Explain** how this environment would be impacted if there was a cyclone in the area.
5. How do mangrove wetlands help to stop erosion of coastlines?

Explore your understanding

6. A proposal has been put forward to construct a canal housing estate in the square bounded by the following grid references in **FIGURE 2**: GR030300, GR030310, GR040030, GR040310. Based on the features and topography in this area, is this proposal a good idea?

LESSON
9.16 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

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9.16.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

9.2 What are the major biomes around the world?

- Biomes are sometimes referred to as ecosystems.
- Biomes share similar climates and life forms.
- The Earth has five major biomes: forest, desert, grassland, tundra and aquatic. There are variations within each biome.

9.3 How do we characterise biomes?

- Biomes are controlled by climate.
- Climate is influenced by latitude, landform, ocean currents and air movement.
- Climate determines the type of soil that develops and the life forms that a biome can support.
- The characteristics of soil are determined by temperature, rainfall and the rocks and minerals that make up the underlying bedrock.
- There are more microbes in a teaspoon of soil than there are people on Earth.

9.4 What are Australia's major biomes?

- All the major biome types, with the exception of tundra, are found in Australia.
- After European settlement, significant changes have been made to Australia's biomes.
- All the major food grains that we use today have their origins in the grassland biome.

9.5 What is the importance of biomes to humans?

- Grasslands can occur naturally or as a result of human activity.
- Forty-two per cent of the planet was once covered in grasslands; today they make up just 25 per cent of the Earth's land area.
- Grassland soils are generally deep and fertile, which makes them ideal for agricultural production.
- Wetlands are saturated either permanently or seasonally. They are often tidal and provide important breeding grounds and habitats for both marine and freshwater species.
- Wetlands are a natural filtering system and regulate river flow.
- Coral reefs require specific temperature and sea conditions to develop and survive.
- The top part of the reef is alive; it comprises living coral polyps growing on the remains of dead coral. Not only are they an important tourism resource, but they also have compounds that are used in painkillers and other medicines.
- The reef ecosystem is fragile and easily damaged.

9.6 How is global food production linked to climate?

- Staple foods are those that are eaten regularly and in such quantities that they constitute a dominant portion of a diet.
- Staple food production is interconnected with climate, environment, culture and traditions.
- Most staple foods are cereals, such as wheat, barley, rye, oats, maize (corn) and rice; or root vegetables, such as potatoes, yams, taro and cassava.
- Other staple foods include legumes, such as soybeans and sago; fruits, such as breadfruit and plantain (a type of banana); and fish.
- The ongoing provision of food for an ever-increasing world population requires new thinking in sustainable food production.
- The three main factors that have affected recent increases in world crop food production are increased cropland and rangeland area, increased yield per unit area and greater cropping intensity.
- Agricultural innovations have changed and increased global food production.
- The Green Revolution was a result of the development and planting of new hybrids of rice and wheat, combined with expanded irrigation and use of fertilisers, which have led to greatly increased yields.

9.7 How and why do we modify biomes for agriculture?

- Rapid global population growth has an impact on food production and the consequent modification of biomes.
- Modifications to climate include the use of irrigation and greenhouses.
- Soils can be modified through the use of fertilisers.
- Landscapes can be modified through measures such as flattening, terracing or draining. Land reclamation involves creating new land from seas, rivers or lakes.

9.8 What types of agriculture are practiced in Australia and Asia?

- Climate and distance to markets are major factors in the control of all forms of agriculture in Australia.
- Types of farming in Australia include extensive farming of sheep or cattle, extensive cereal crop farming, and intensive farming such as dairy, horticulture and market garden cropping.
- Many nations in Asia have a high reliance on rice and associated aquaculture farming.

9.9 How are the world's biomes and food production interconnected?

- Earth is made up of four interconnected spheres: the atmosphere, hydrosphere, lithosphere and biosphere.
- Natural events and human activities can create changes to these spheres.
- New technologies and improvements in farming methods have increased our rate of food production but have also caused loss of biodiversity and unsustainable degradation of land and water.

9.10 How has deforestation changed the forest biome?

- Forest biomes provide resources for a wide range of goods and services, and they support wide biodiversity.
- The need for farmland and forest products has seen large-scale clearing of the world's forests.
- Deforestation creates a range of environmental impacts, examples of which can be seen in the Amazon rainforest.

9.11 How has overfishing changed the ocean biome?

- Fish is an important source of food for more than 1 billion people around the world.
- Improvements in technology have enabled larger quantities of fish to be captured, processed and stored at greater distances from the coast.
- A 'boom and bust' mentality has seen large-scale overfishing and the decline in fish species.
- Aquaculture is now outstripping wild fish capture as an important supplier of fish and fish products.
- Aquaculture, if poorly managed, can create environmental change.

9.12 INQUIRY: Overfishing

- Overfishing is causing the collapse of many of our most important marine ecosystems.
- Overfishing is simply catching fish at a rate higher than the rate at which fish species can repopulate. It is an unsustainable use of our oceans and freshwater biomes.
- Aquaculture is often seen as a sustainable and eco-friendly solution to overfishing, but its rapid growth and poor management in many places has created large-scale environmental change.

9.13 What are the causes and effects of land degradation?

- Land that is poorly managed or overworked is susceptible to degradation. Erosion, salinity and pest invasions are all causes of land degradation.
- Land degradation can result from both natural and human causes and can lead to a loss of productivity.
- There is a strong interconnection between land degradation and food insecurity.
- Food production and security is linked to water availability.
- Irrigation is the biggest user of water in the world, consuming 70 per cent of freshwater resources.
- Irrigation can contribute to an increase in type, yield and the seasonality of food production.
- However, poorly managed irrigation has environmental costs, such as soil salinity and waterlogging.
- Diversion of surface water and extraction of underground water need to be carried out in a sustainable manner, or watertables will fall and groundwater sources will run dry.

9.14 Why is global biodiversity diminishing?

- Globally, there is a decline in the number and population of most species.
- Changes in agriculture, large-scale changes to habitats and modern breeding of plants and animals all contribute to a loss of biodiversity.
- Australia is considered a megadiverse country, with one of the highest levels of biodiversity in the world.

9.15 Investigating topographic maps — Coastal wetland biome in Binydjarrnga (Dalywoi/ Dalywoi Bay)

- Binydjarrnga (Daliwuy Bay) is located in the Northern Territory, east of Darwin.
- This area is known for their wetlands which are biomes where the ground is saturated, either permanently or seasonally. Wetlands include marshes, swamps and bogs.
- Mangrove wetlands are common in Binydjarrnga and they consist of seagrass meadows, tidal flats, mangroves and salt marshes.

9.16.2 Key terms

agribusiness business set up to support, process and distribute agricultural products
aquaculture the farming of aquatic plants and aquatic animals such as fish, crustaceans and molluscs
aquifer a body of permeable rock below the Earth's surface, which contains water, known as groundwater
arable describes land that can be used for growing crops
biodiversity the variety of plant and animal life within an area
biofuel fuel that comes from renewable sources
biophysical environment the natural environment, made up of the Earth's four spheres — the atmosphere, biosphere, lithosphere and hydrosphere
clear-felling the removal of all trees in an area
deforestation clearing forests to make way for housing or agricultural development
degradation deterioration in the quality of land and water resources caused by excessive exploitation
endemic describes species that occur naturally in only one region
erosion the wearing down of rocks and soils on the Earth's surface by the action of water, ice, wind, waves, glaciers and other processes
extensive farm farm that extends over a large area and requires only small inputs of labour, capital, fertiliser and pesticides
greenhouse gases any of the gases that absorb solar radiation and are responsible for the greenhouse effect. These include water vapour, carbon dioxide, methane, nitrous oxide and various fluorinated gases.

groundwater water that exists in pores and spaces in the Earth's rock layers, usually from rainfall slowly filtering through over a long period of time
horticulture the practice of growing fruit and vegetables
humus an organic substance in the soil that is formed by the decomposition of leaves and other plant and animal material
hybrid plant or animal bred from two or more different species, sub-species, breeds or varieties, usually to attain the best features of the different stocks
innovation new and original improvement to something, such as a piece of technology or a variety of plant or seed
intensive farm farm that requires a lot of inputs, such as labour, capital, fertiliser and pesticides
irrigation the supply of water by artificial means to agricultural areas
leeward describes the area behind a mountain range, away from the moist prevailing winds
logging large-scale cutting down, processing and removal of trees from an area
mallee vegetation areas characterised by small, multi-trunked eucalypts found in the semi-arid areas of southern Australia
organic matter decomposing remains of plant or animal matter
per capita per person
plantation an area in which trees or other large crops have been planted for commercial purposes
pneumatophores exposed root system of mangroves, which enables them to take in air when the tide is in
precipitation the forms in which moisture is returned to the Earth from the sky, most commonly in the form of rain, hail, sleet and snow
rain shadow the dry area on the leeward side of a mountain range
salinity the presence of salt on the surface of the land, in soil or rocks, or dissolved in rivers and groundwater
sustainable describes the use by people of the Earth's environmental resources at a rate such that the capacity for renewal is ensured
treeline the edge of the area in which trees are able to grow
tundra the area lying beyond the treeline in polar or alpine regions
undulating describes an area with gentle hills
urbanisation the growth and spread of cities
waterlogging saturation of the soil with groundwater such that it hinders plant growth
watertable the surface of the groundwater, below which all pores in the soils and rock layers are saturated with water
windward describes the side of the mountain that faces the prevailing winds

9.16.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What on Earth are biomes? Are they just another part of the landscape or do we need them to survive?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-10601)
Reflection (ewbk-10602)
Crossword (ewbk-10603)
Interactivity The impacts of global food production crossword (int-7646)

9.16 Review exercise

Students, these questions are even better in jacPLUS

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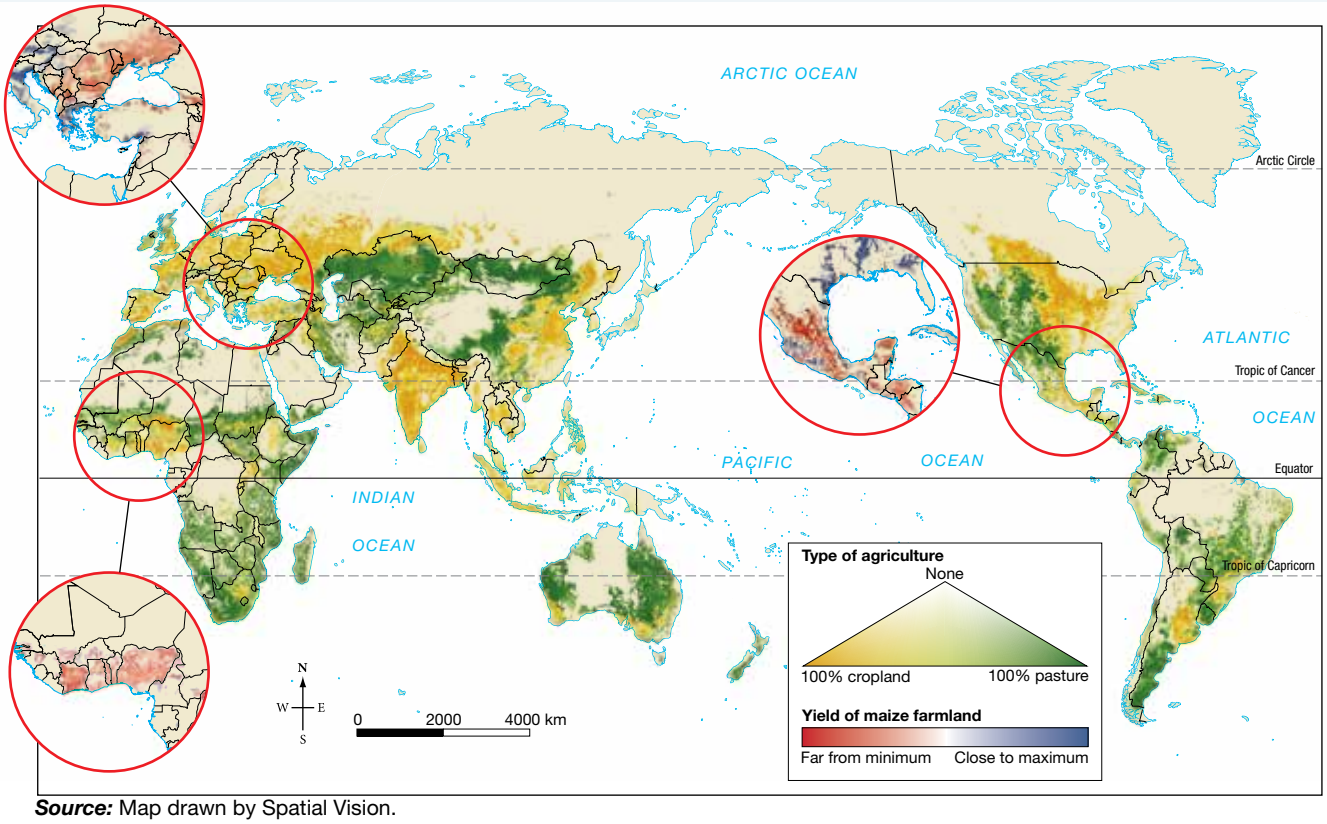
Multiple choice

1. Which two of the following are not characteristics of the forest biome?
   - A. Regulates global climate
   - B. Teeming with plant and animal life
   - C. Source of a range of modern foods and medicines
   - D. Dominated by grass
   - E. Produces the oxygen that sustains life
   - F. Recycles water
   - G. Places of temperature extremes
2. Identify each of the following statements that are true.
   - A. Grasslands are found on every continent.
   - B. Grasslands make up 35 per cent of the Earth's land area.
   - C. Grasslands are the least threatened biome.
   - D. Grasslands are the most useful biome for agriculture.
3. A coastal wetland is
   - A. a biome that is permanently covered with water.
   - B. a biome that is covered with water in the morning.
   - C. a biome where the ground is saturated either permanently or seasonally.
   - D. a biome that only exists in winter and spring.
4. What gives coral its colour?
   - A. Fungus
   - B. Algae
   - C. Sunlight
   - D. Minerals
5. In which biome would make-up sponges be sourced?
   - A. Forest
   - B. Ocean
   - C. Grassland
   - D. Desert
6. Based on **FIGURE 7** from lesson 9.6, if food production were to increase in the future, identify ***three*** places that might experience this expansion.
   - A. Australia
   - B. South-East Asia
   - C. Eastern Europe
   - D. Scandinavia
   - E. West Africa
   - F. Central America
   - G. Canada

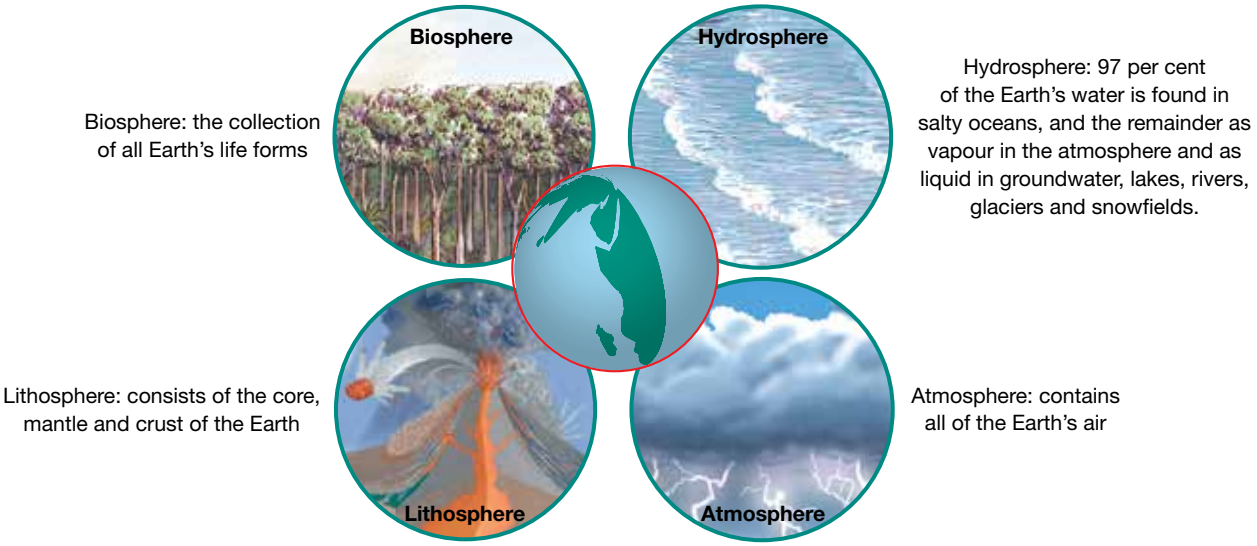
FIGURE 1 World distribution of cropland, pasture and maize. More maize could be grown if improvements were made to seeds, irrigation, fertiliser and markets.



Source: Map drawn by Spatial Vision.

7. There are more than 50 000 edible plants; however, people rely on only a small group of staple foods. Identify three factors that explain this.
   - **A.** It is difficult to grow most crops on a large scale.
   - **B.** Most of the staples are cereal crops that store well over long periods.
   - **C.** Staples are foods that grow under a variety of climatic conditions.
   - **D.** Many of the 50 000 crops are perishable and have a short shelf life.
   - **E.** Only crops with a short growing season are suitable as staple foods.
8. The Earth's sphere that is most affected by the production of food is the
   - **A.** biosphere.
   - **B.** lithosphere.
   - **C.** atmosphere.
   - **D.** hydrosphere.

FIGURE 2 The Earth's four spheres



9. As the world's population has increased, which three of the following have enabled food production to keep pace?
   - A. Improved technology
   - B. Climate change
   - C. More labour
   - D. Irrigation
   - E. Better economy
   - F. Use of fertilisers and pesticides

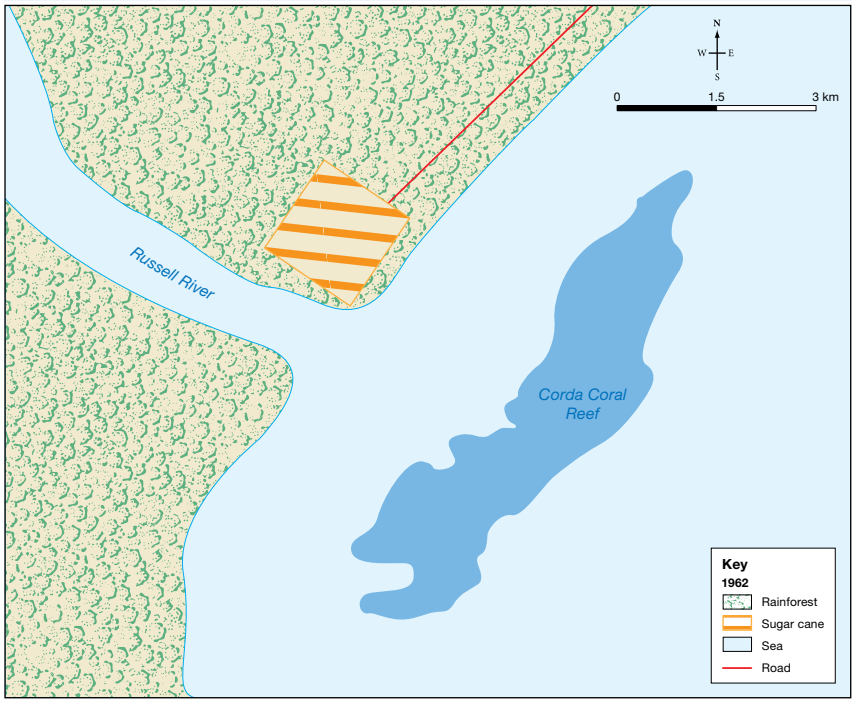
10. Which three of the following are advantages of irrigated farming over rain-fed farming?
   - A. Increased fertiliser use
   - B. Increased yields
   - C. Fewer pests
   - D. Reduced threat of droughts
   - E. Less labour required
   - F. Lower climates
   - G. Reliable water supply

Short answer

Communicating

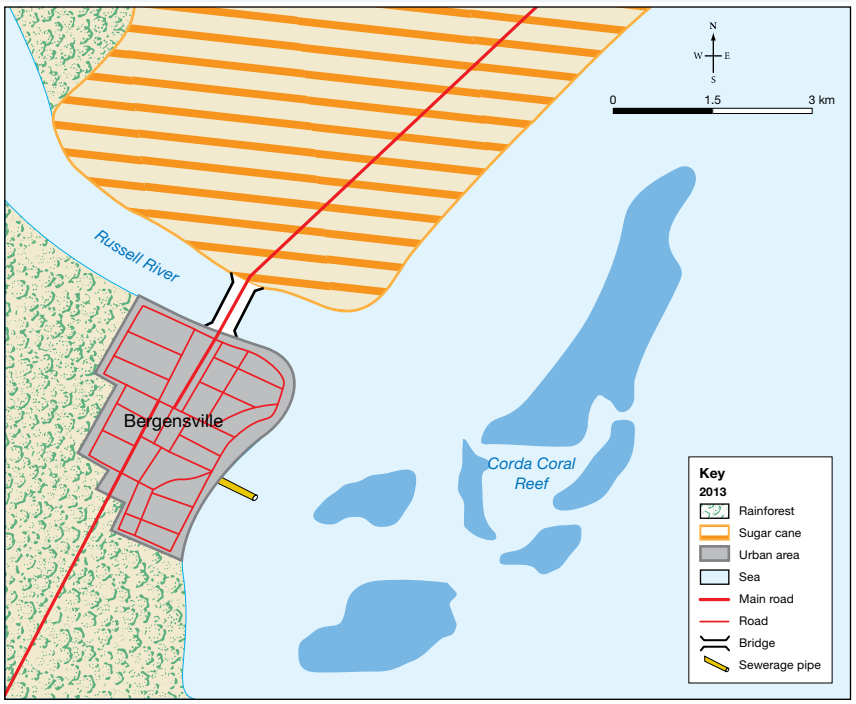
11. a. **Describe** the environment found in the place shown in **FIGURE 3**.
   - b. **Describe** the changes that took place in this environment between 1962 and 2013. Include reference to the scale of this change in your response.
   - c. **Explain** the interconnection between human activity and the decline of the coral reef environment in this place.

FIGURE 3(A) 1962



Source: Map drawn by Spatial Vision.

FIGURE 3(B) 2013



Source: Map drawn by Spatial Vision.

12. Make a list of the types of human activities that can contribute to land degradation.
13. Is the increasing use of groundwater a sustainable option for future farming? **Justify** your answer.
14. Palau, a small country of 22 000 people and more than 200 islands, is located 800 kilometres east of the Philippines. It is the first nation in the world to create a shark sanctuary. Estimates have shown that catching 100 reef sharks would be worth a one-off $18 000. Those same reef sharks, as a tourist and diving attraction, currently bring in $18 million annually. It took some effort to convince Palauans to protect sharks, but they are now responsible for managing and enforcing shark-fishing restrictions. How do you view the decision of the Palau Government? Is this the best way to reduce the environmental threat of overfishing of a species?
15. 'It is easy to restore or recreate biomes.' **Discuss**.

FIGURE 4 Koror Island, home to the commercial centre of Palau

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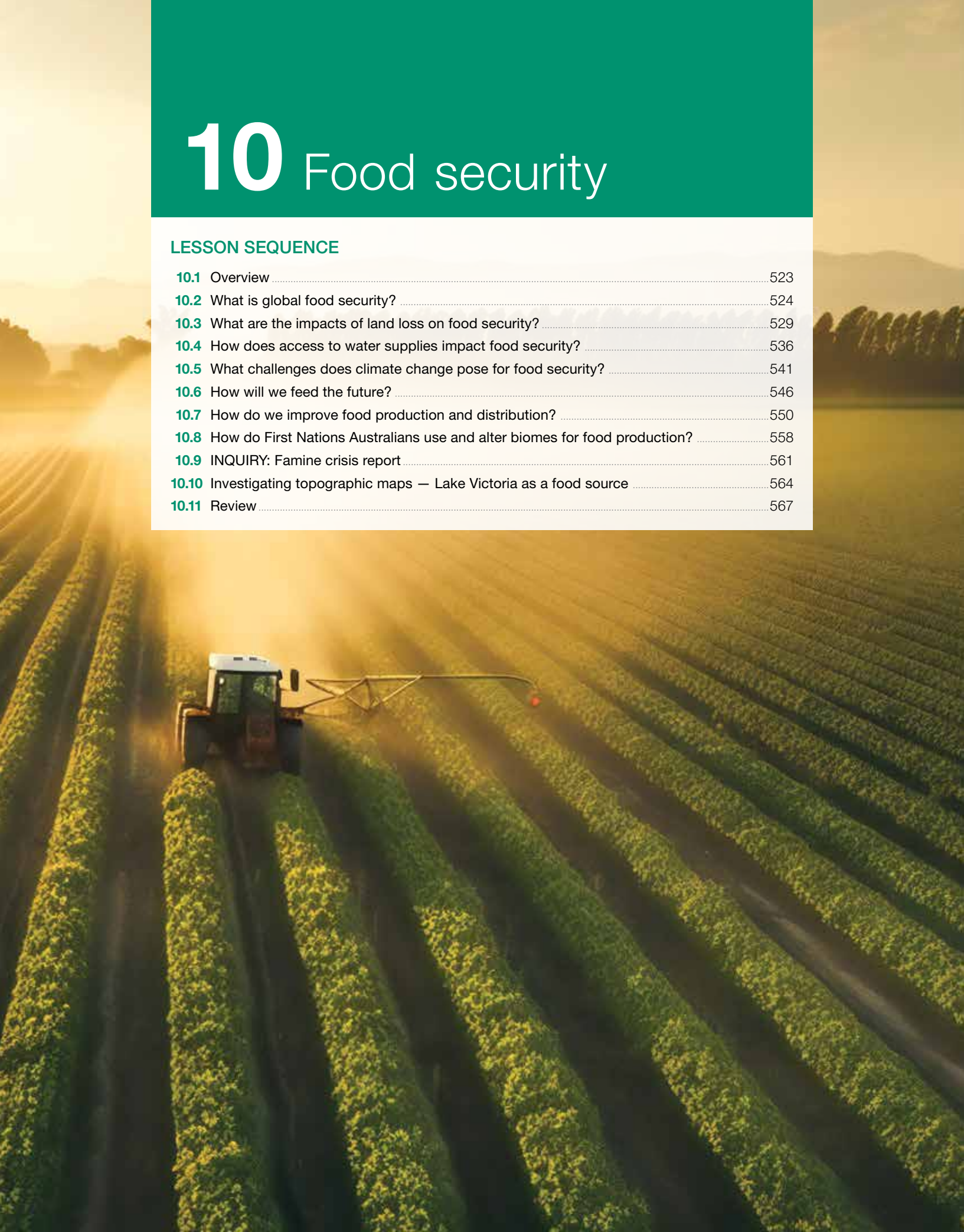
10 Food security



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LESSON
10.1 Overview

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How do we protect the world's food security for today and tomorrow?

10.1.1 Introduction

tlvd-0432

Currently the world produces enough food to adequately feed everyone, but that doesn't mean that everyone is well fed. The food that is produced is far from equally distributed. It is estimated that approximately one in every nine people (around 850 million) are going hungry.

What is preventing everyone getting enough to eat? And if this is the current situation, what will happen in the future, with our population set to rise to nearly 10 billion by 2050? How can we ensure food security for all the people of our ever-growing world population?

If we want to stop the number of hungry people from increasing, we will need improvements in food production, new sources of food, better aid programs and different attitudes to food consumption and waste.

FIGURE 1 For these children, in a tent camp for people displaced by flooding in northern India, the only hope for food security is humanitarian aid.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10627)

Video eLesson Food for thought (eles-1720)

LESSON
10.2 What is global food security?

LEARNING INTENTION

By the end of this lesson you should be able to explain the concept of food security and understand some of the reasons for food insecurity.

TUNE IN

According to the United Nations Food and Agriculture Organization, 'Food security exists when all people, at all times, have physical and economic access to enough safe and nutritious food to meet their dietary needs and food preferences for an active and healthy lifestyle'.

FIGURE 1 Food is essential to our survival, but not every person on this planet has equal access to food.

1. What words or images come to mind when you think of hunger?
2. How would you define hunger?
3. How would you measure hunger?
4. How can we protect ourselves against hunger?

10.2.1 Defining food security

Very few Australians, by choice, would go to bed at night hungry. We live in a country where there is a plentiful supply and wide range of food items available. Our relatively high standard of living enables most of us to afford to purchase, store and prepare food, or even dine out. Most of us are secure in the knowledge that there will be food available at the next mealtime.

Food security for you, as a student, means that your family either grows its own food, has sufficient income to purchase food, or is able to barter or swap food. Similarly, food security for a country means that it is able to grow sufficient food or it has enough wealth to import food, or it combines the two. Not all people in the world are able to achieve this. Further, access to a wide variety of foods varies from place to place. For example, consider the range of foods available in the two markets in **FIGURE 2**.

FIGURE 2 Fresh produce market in (a) a developed country and (b) a developing country

10.2.2 Measuring food security

The map in **FIGURE 3** shows the countries of the world, scored according to the Global Food Security Index. This is based on a range of 12 different **indicators**, including the:

- affordability of food
- accessibility of food
- nutritional value of food
- safety of food
- nutritional and health status of the population.

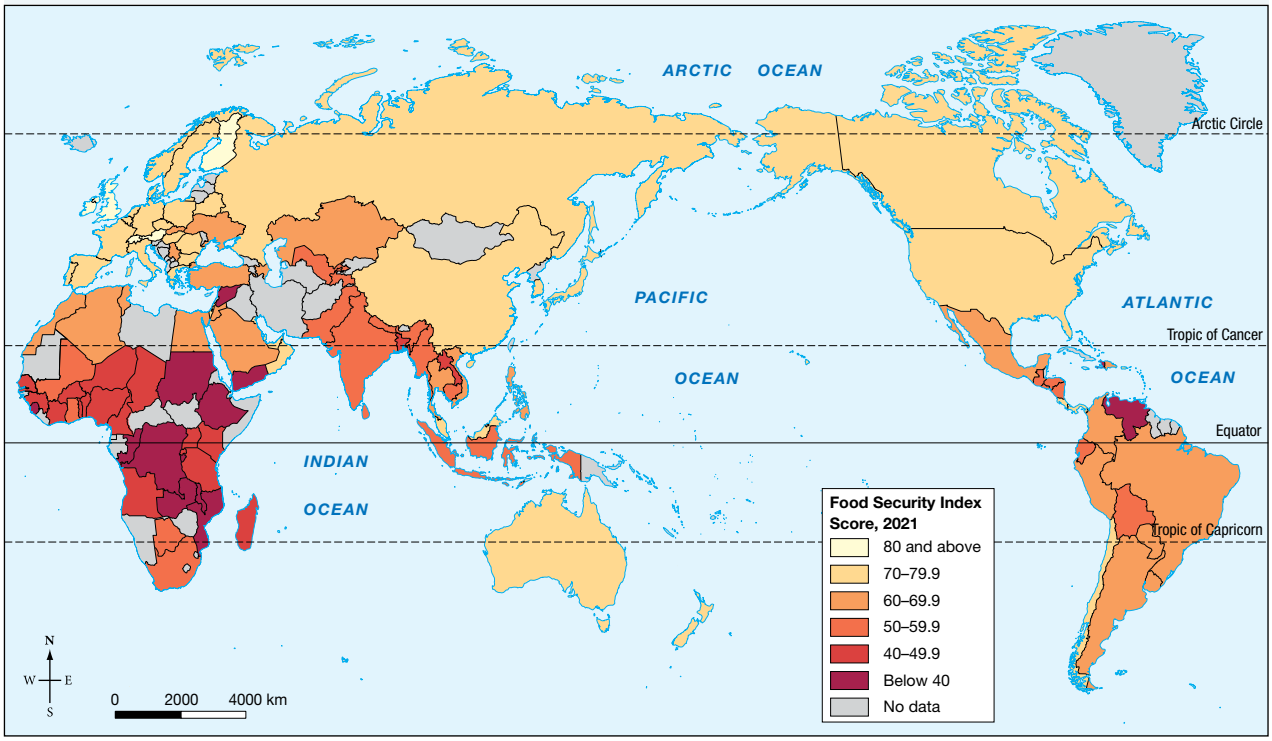
Countries that have a high rating on the index are able to produce more food than they require, so they can export their surplus or they are able to afford to import all of their food needs, as is the case for Singapore.

indicators things that provide a pointer, especially to a trend

int-9208

tlvd-10686

FIGURE 3 The Food Security Index, 2021



Source: Based on data from Global Food Security Index 2021. © The Economist Group 2021. Map drawn by Spatial Vision.

In Australia, we produce three times as much food as we consume. We are a major exporter of both fresh and processed food, and can trade competitively in cereals, oil seeds, beef, lamb, sugar and dairy products. About 90 per cent of our food is grown here in Australia. Of the remaining 10 per cent that we import, many foods are either processed or out of season in Australia; oranges are an example. Global trade is an important component of food security because it is almost impossible to exactly match food production to food demands.

As a country, Australia does not have a lack of food but it has a humanitarian interest in the food security of developing nations. As a major food producer, Australia does face future challenges. There is declining growth in agricultural productivity, the threat of climate change, and increasing competition for land and water.

10.2.3 Food insecurity

FIGURE 3 also shows those countries that have a low Food Security Index score. It is estimated that more than 850 million people — one in every nine people in the world — are **undernourished**, with diets that are minimal or below the level of sustenance. Poor diet and limited access to food create large-scale food insecurity in many parts of Africa and southern Asia. People who do not have a regular and healthy diet often have shortened life expectancy and an increased risk of disease. Children are especially vulnerable to poor diet, and their growth, weight, and physical and mental development suffer. India is home to 24 per cent of the world's **malnourished**, and 30 per cent (46.6 million) of the world's children under five with stunted growth due to poor and inadequate diets.

Paradoxically there is also an interconnection between food insecurity and obesity. When fresh food is scarce or expensive, people will choose cheaper food that is often high in kilojoules but low in nutrients. This is quite common in urban areas of middle- and high-income countries. Of the world's population of over 7.7 billion, 2 billion are now overweight — a condition that contributes to significant health issues such as diabetes and heart disease.

undernourished describes someone who is not getting enough calories in their diet; that is, not enough to eat

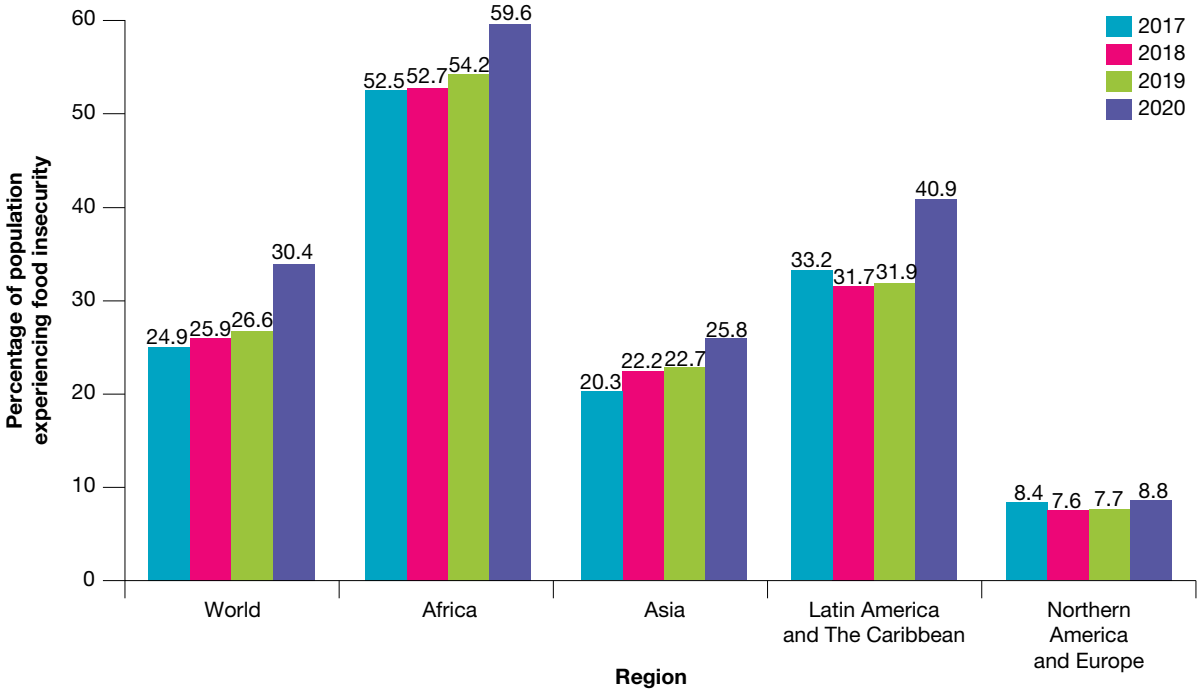
malnourished describes someone who is not getting the right amount of the vitamins, minerals and other nutrients to maintain healthy tissues and organ function

10.2.4 Causes of food insecurity

Global food production now provides one-third more calories than are needed to feed the entire world. Since the beginning of this century there has been an increase in production from 2716 to 2904 calories per person per day. Increases from 2083 to 2358 calories have also occurred in the least developed countries. There is, however, unequal access to **arable** land, technology, education and employment opportunities. Improvements in food production and economic development have not always occurred in those places experiencing rapid growth in population. Food is redistributed around the world via trade and aid but neither is a long-term or large-scale solution to food insecurity. Regional variations still occur in the distribution of hunger, as can be seen in **FIGURE 4**. Since 2017, severe food insecurity has actually risen in Africa, Latin America, and the world as a whole.

arable describes land that can be used for growing crops

FIGURE 4 Regional food insecurity, 2017–2020



Source: FAO, IFAD, UNICEF, WFP and WHO, 2021. The State of Food Security and Nutrition in the World 2021. Transforming food systems for food security, improved nutrition and affordable healthy diets for all. Rome, FAO. https://doi.org/10.4060/cb4474en.

Some of the reasons for food insecurity include:

- poverty
- population growth
- weak economy and/or political systems
- conflict
- natural disasters such as drought or a pandemic.

10.2 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

Research the impact of COVID-19 on food security. **Select** one of the developed countries most affected (e.g. the United States or Spain) and answer the following questions.

a. Did the availability of food change?
b. Did people's ability to access food change?
c. Did specific segments of the community or country experience greater good insecurity?

Create a poster for the class which will aid a discussion on the factors affecting food security in developed countries.

10.2 Exercise

learnon

10.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2	3, 4, 5, 6, 7	8, 9, 10

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Check your understanding

1. Food being able to cover all food tastes, including sweet, salty and sour, are considered important for food security. True or false?
2. For people living in a country with low risk of food security a variety of food items would be _____ available at _____ prices. There would be little if any day-to-day concerns over the supply or availability of food. _____ costs of food could restrict people's choices of food items.
3. Which one of the following statements applies to people living in countries with low risk of food insecurity?
   - A. A variety of food items would be rarely available at affordable prices. There would be day-to-day concerns over the supply or availability of food.
   - B. A variety of food items would be easily available at affordable prices. There would be little, if any, day-to-day concerns over the supply or availability of food.
   - C. A variety of food items would not be easily available and would be expensive. There would be concerns over the availability of foods.
   - D. All of the above.
4. **Compare** the two photographs in **FIGURE 2.**
   a. What are the similarities and differences between the two markets?
   b. Do you think all food groups would be available in both markets? Why or why not?
5. The food security index was based on the following five indicators:
   - affordability of food
   - accessibility of food
   - nutritional value of food
   - safety of food
   - nutritional and health status of the population.

   Why do you think indicators such as accessibility and safety were included?

Apply your understanding

Interpreting and analysing geographical data and information

6. **Clarify** how climate change affects Australia's food security.
7. **Explain** what natural or human events could disrupt our food security.
8. **Compare** and **contrast** undernutrition and malnutrition. What are the key differences?
9. **Investigate FIGURE 3.**
   a. Using dates and percentages, **describe** the main trend in food security throughout the world for 2017–2020.
   b. **Compare** the trends in food security for Africa and North America/Europe over time. Use figures in your answer.

Concluding and decision-making

10. **Suggest** five steps you think would reduce a country's risk of food insecurity. **Justify** the reasons for your choices.

LESSON
10.3 What are the impacts of land loss on food security?

LEARNING INTENTION

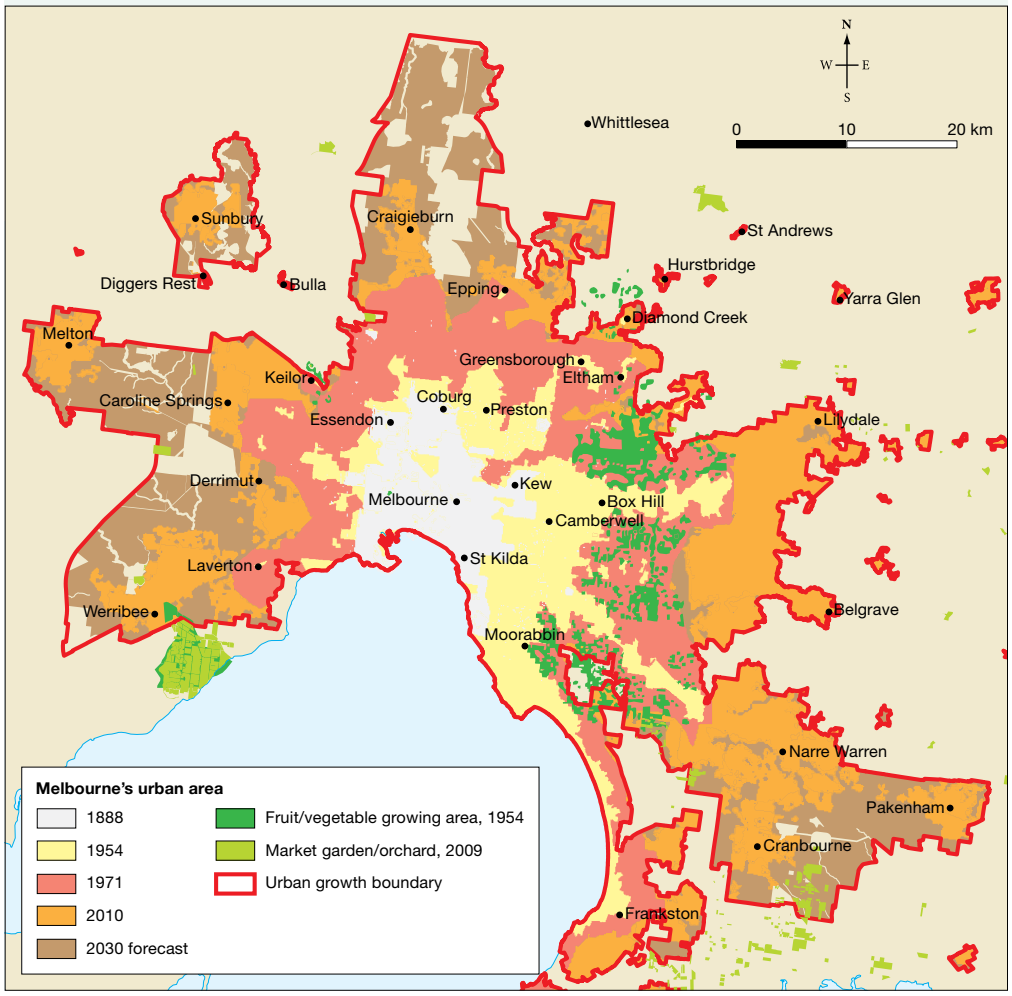
By the end of this lesson you should be able to describe the impacts of land degradation. You should also be able to discuss the competing demands to land on food security.

TUNE IN

int-9060

The City of Melbourne is growing rapidly. When a population changes significantly in a short period of time there are a range of challenges that can arise for the existing residents as well as those who have moved to the growing area.

FIGURE 1 Growing food in Melbourne's urban area



Source: Based on data from © The State of Victoria, Department of Environment and Primary Industries 2013. Map drawn by Spatial Vision.

1. Using the map, describe the urban growth of Melbourne over the past few decades.
2. Which land has been most affected by Melbourne's continuing growth?
3. Explain the challenges of this urban growth into the future.

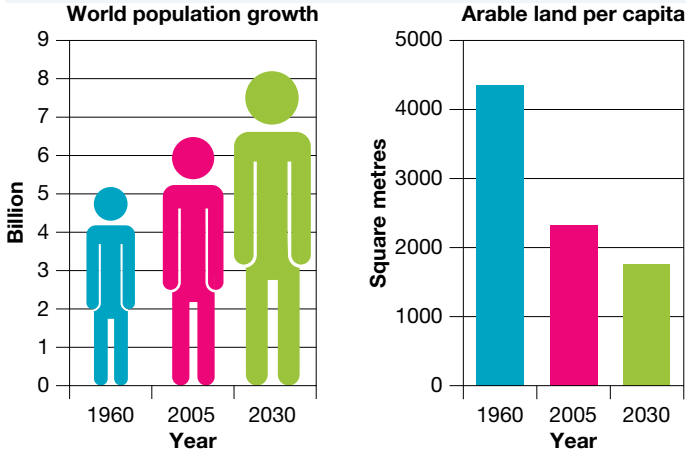
10.3.1 Causes of land loss

Land is absolutely essential for food production, and the world has more than enough arable land to meet future demands for food. Nevertheless, we need to find a balance between competing demands for this finite resource.

The loss of productive land has two main causes. First, there is the degradation of land quality through such things as erosion, **desertification** and salinity. Second, there is the competition for land from non-food crops, such as biofuels, and from expanding urban areas.

As **FIGURE 2** shows, the growth in world population is inversely proportional to the amount of arable land available. This does not even take into consideration the land that is degraded and no longer suitable for growing food.

FIGURE 2 Comparison of world population growth and arable land per capita



desertification the transformation of arable land into desert, which can result from climate change or from human practices such as deforestation and overgrazing

FIGURE 3 Evidence of soil erosion in a crop

Land degradation

tlvd-10687

Although there have been significant improvements in crop yields, seeds, fertilisers and irrigation, they have come at a cost. Environmental degradation of water and land resources places future food production at risk.

The main forms of land degradation are:

- erosion by wind and water
- salinity
- pest invasion
- loss of biodiversity
- desertification.

Land degradation occurs in all food-producing biomes across the globe. Some degradation occurs naturally; for example, a heavy rainstorm can easily wash away topsoil. However, the most extensive degradation is caused by overcultivation, overgrazing, overwatering, overloading with chemicals and overclearing (see **FIGURE 4**). More than 75 per cent of the planet's land is considered degraded, which has an impact on the lives of more than 3 billion people. In China, erosion affects over 40 per cent of the land area; up to 10 million hectares are contaminated by pollutants.

FIGURE 4 Land degradation caused by deforestation in Madagascar

Competition for land

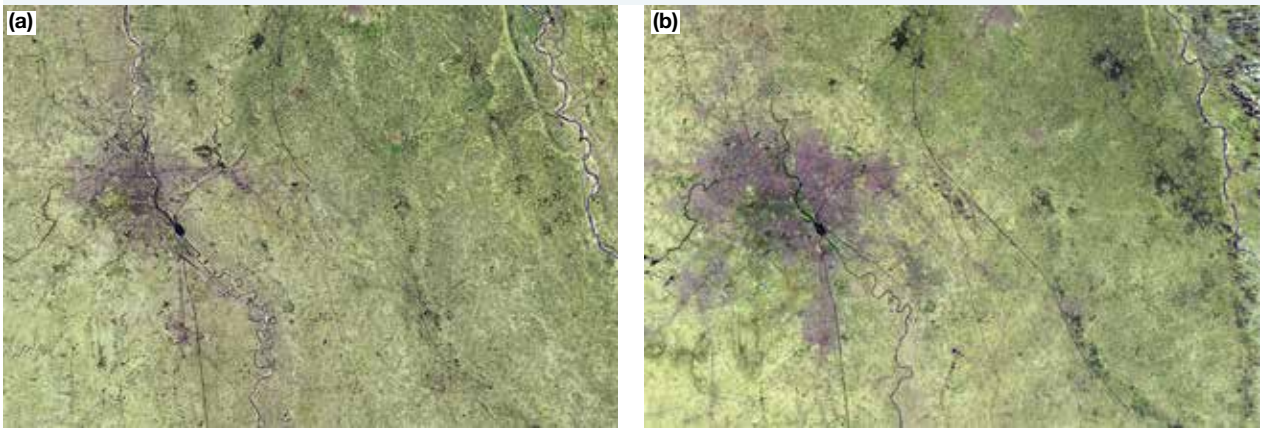
There has been a growing global trend to convert valuable cropland to other uses. Urban growth, industrialisation and energy production all require land. Melbourne currently produces enough food to supply 41 per cent its needs. With an estimated population of 7–8 million and the consequent growth in city size by the year 2050, the city will need 60 per cent more food. The capacity of current farmland will provide only 18 per cent of the city's needs.

Creeping cities

Cities tend to develop in places that are agriculturally productive. However, as they expand, they encroach on valuable farmland. Approximately 3 per cent of the world's land areas are urbanised, but this is expected to increase to 4–5 per cent by 2050.

int-7923

FIGURE 5 Satellite image of New Delhi, India, in (a) 1989 and (b) 2018 — the expansion of the city has taken over valuable arable land.



Growing fuel

Traditionally, the main forms of biofuel have been wood and charcoal. Almost 90 per cent of the wood harvested in Africa and 40 per cent of that harvested in Asia is used for heating and cooking. Today, people are seeking more renewable energy sources and they want to reduce CO_2 emissions associated with deforestation, so there is greater demand for alternative energy sources. Consequently, the use of agricultural crops to produce biofuels is increasing. Ethanol (mostly used as a substitute for petrol) is extracted from crops such as corn, sugar cane and cassava. Biodiesel is derived from plantation crops such as palm oil, soya beans and **jatropha**. The growth of the biofuel industry has the potential to threaten future food security by:

- changing food crops to fuel crops, so less food is produced and crops have to be grown on **marginal land** rather than arable land
- increasing prices, which makes staple foods too expensive for people to purchase
- forcing disadvantaged groups, such as women and the landless poor, to compete against the might of the biofuel industry.

Land grabs

A growing challenge to world food security is the purchase or lease of land, largely in developing nations, by resource-poor but wealthier nations. Large-scale 'land grabs', as they are known, have the potential to improve production and yields but at the same time there is growing concern over the loss of land rights and food security for local populations.

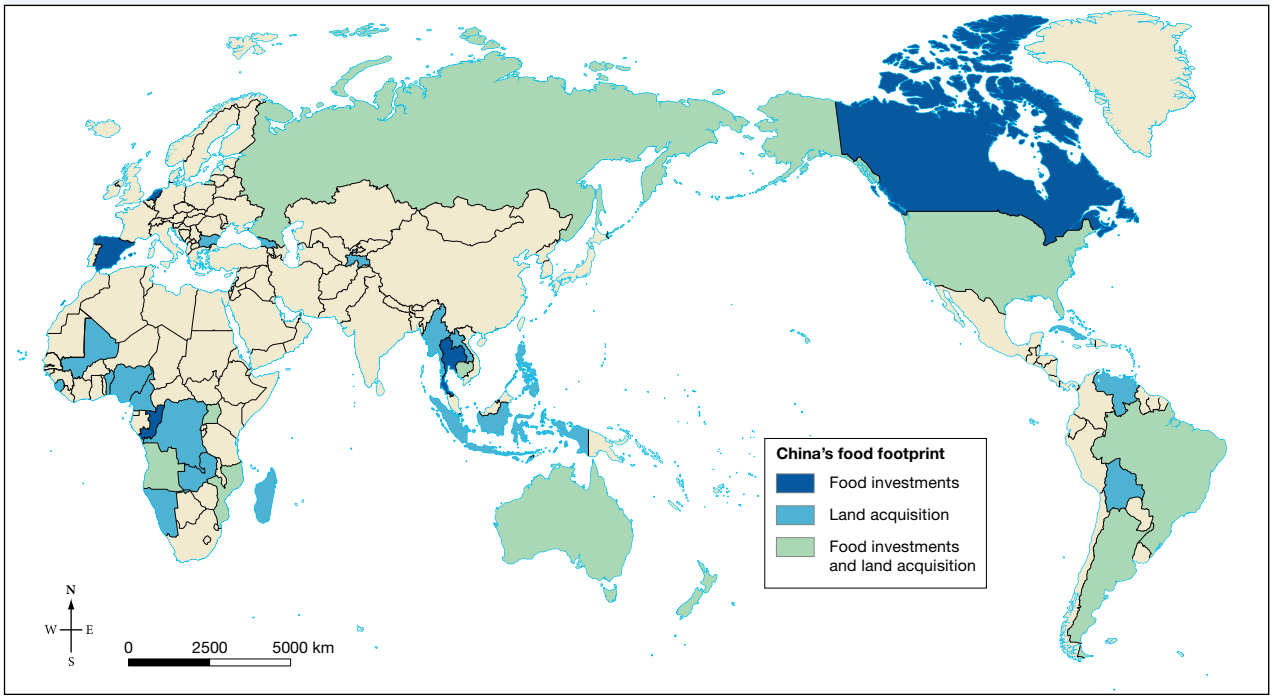
Since 2000, foreign investors have acquired over 26 million hectares around the world to produce food crops and biofuels. **FIGURE 6** shows the extent of China's expansion into other countries with investments in land and agricultural businesses.

jatropha any plant of the genus *Jatropha*, but especially *Jatropha curcas*, which is used as a biofuel

marginal land describes agricultural land that is on the margin of cultivated zones and is at the lower limits of being arable

int-9061

FIGURE 6 Global map of China's land and food footprint



Source: Based on data from The Heritage Foundation, GRAIN.org, Bloomberg. Map drawn by Spatial Vision.

Forty-two per cent of global acquisitions have occurred in Africa, examples of which can be seen in **FIGURE 7** Africa's appeal is based on the fact that the continent accounts for 60 per cent of the world's arable land and yet most countries within it currently achieve less than 25 per cent of their potential yield.

int-7924

FIGURE 7 Examples of land grabs in Africa

CHINA
Mozambique — $800 million invested to improve rice production
Democratic Republic of Congo — 2.8 million ha for biofuel production
Tanzania — 300 ha for rice farming
Zambia — 1.2 million ha for biofuel production

EGYPT
Sudan — Land acquired to grow 2 million tons of wheat annually

GERMANY
Ethiopia — 13 000 ha for biofuel production

INDIA
Ethiopia — $4 billion invested to produce flowers and foodstuffs

JORDAN
Sudan — 24 000 ha for crops and livestock

LIBYA
Mali — 101 000 ha for rice farming

QATAR
Kenya — 40 000 ha farmland
Sudan — Investment in agriculture

SAUDI ARABIA
Sudan — 918 million ha for foodstuffs
Tanzania — 506 000 ha for food production

SOUTH AFRICA
Republic of Congo — 10 million ha acquired

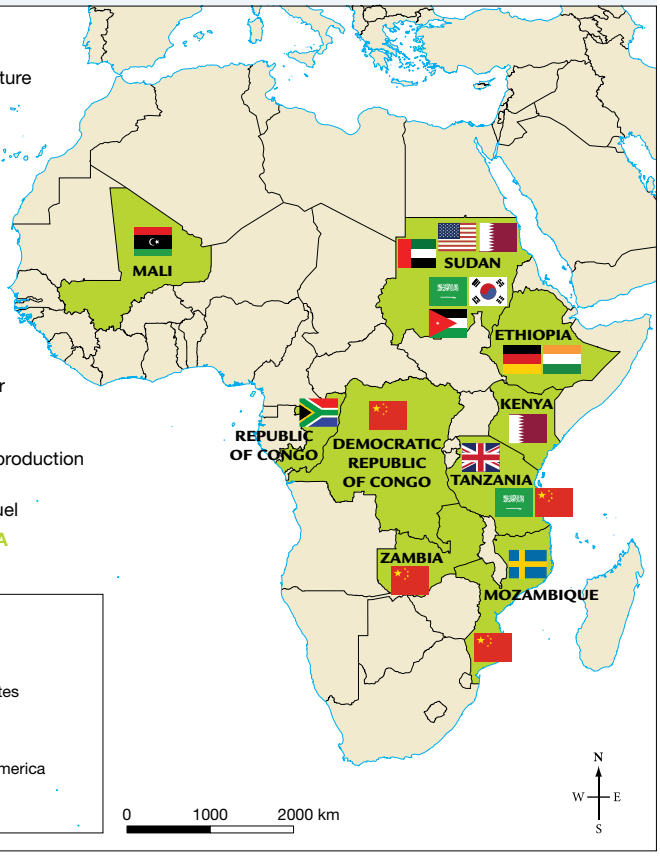
SOUTH KOREA
Sudan — 688 000 ha of wheat fields

SWEDEN
Mozambique — 101 000 ha for biofuel production

UNITED ARAB EMIRATES
Sudan — 376 000 ha for food production

UNITED KINGDOM
Tanzania — 45 000 ha for biofuel

UNITED STATES OF AMERICA
Sudan — 405 000 ha acquired



Source: Based on data from Food and Agriculture Organization, International Food Policy Research Institute. Map redrawn by Spatial Vision.

The rise of land grabs came about as a result of the 'triple-F' crisis — food, fuel and finance.

- *Food crisis:* massive increases in world food prices in 2007–08 emphasised the need for those countries heavily reliant on importing food, such as Saudi Arabia and China, to improve their food security by obtaining land in other countries to produce food to meet their own needs.
- *Fuel crisis:* rising and fluctuating oil prices in 2007–09 created an incentive for countries to acquire land to produce their own biofuels (see **FIGURE 7**).
- *Financial crisis:* the global financial crisis in 2008 saw organisations switch from investing in stocks and shares to land in overseas countries, especially land that could be used to generate food and fuel crops.

10.3.2 The risk to food security

Investors in farmland are, understandably, seeking large expanses of land that has fertile soils and good rainfall or access to irrigation water. In many instances, land that is purchased is already occupied and used by small-scale farmers, often women who rarely benefit from any compensation. Prices for land can be much lower and there is frequently corruption, with much money going to local and government officials. People can also be forced off their land by governments keen to make deals with wealthy governments and corporations. Many land grabs have neglected the social, economic and environmental impacts of the deals.

With the purchase of land can come the right to withdraw the water linked to it and this can deny local people access to water for fishing, farming and watering animals. Withdrawal of water can reduce flow downstream. The Niger River, West Africa's largest river, flows through three countries and sustains over 100 million people, so any large-scale water reductions create significant impact to downstream environments and people.

Not all farmland grab projects have been successful. At least 17.5 million hectares of foreign-controlled land have failed. There are a number of interconnected reasons, including a lack of understanding of local

conditions, natural disasters, failed accounting, and, increasingly, challenges from local communities that have been displaced. When projects collapse, communities rarely get their lands back or are compensated for their loss. Promises of new schools, health clinics, infrastructure and jobs simply disappear.

It has been estimated that the land taken up by foreign investors for biofuel projects could feed as many as 190 to 370 million people, or even more, if yields were raised to the level of industrialised western farming. In addition to these human costs, there are important concerns about environmental risks that are associated with monoculture farming and the loss of biodiversity in the region.

DISCUSS

'Land grabs are the solution to establishing a country's food security.' Provide an argument for this viewpoint and an argument against this viewpoint. Ensure that your arguments are logical and supported with evidence.

10.3 SKILL ACTIVITY: Concluding and decision-making, Communicating

Australia is a huge country — there's plenty of land, unfortunately not all of it is usable for food production. Think about deserts, not much grows there that we can produce to eat. Australian farmers have to stick to the more fertile areas of the country for their farms. Because of this, their farms can grow quite large.

Research one of the extensive farming activities that's happening near your school, suburb or town and report on the following:

a. What is the activity? What is it producing?
b. Why is it located where it is? **Consider** the environment, weather patterns and products being produced.
c. What was the original use of the land? What was the original biome?
d. How has the biome been altered by farming?
e. Offer suggestions on how the biome can be sustainably managed into the future.

Present your findings as a report.

Resources

Google Earth New Delhi

10.3 Exercise

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10.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3	2, 4, 5	6, 7, 8, 9, 10

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Check your understanding

1. The two main ways in which _____ can be lost are _____ of land quality through _____ desertification and _____ and competition from other land uses, such as _____ growth and biofuel crops.

erosion	salinity	degradation	urban	farmland

2. Why is the use of corn as a biofuel a threat to food security? **Select** all possible answers.
   - **A.** The use of corn as a biofuel is not a threat to food security.
   - **B.** Corn is a staple food item and could be used to feed humans.
   - **C.** The use of corn as a biofuel is too expensive.
   - **D.** The use of corn as a biofuel forces disadvantaged groups, such as women and the landless poor, to compete against the might of the biofuel industry.
3. 'Land grab' refers to the _____ practice of countries purchasing or leasing land in other countries, in order to produce food to export back home. Countries usually do this to _____ their own food security, especially when their own environment may be _____ to types of farming (e.g. _____), the population is large and growing (e.g. _____) or where there is insufficient land to cultivate (e.g. _____).
4. Refer to **FIGURE 2**. Decide whether the following statements are true or false.
   - **a.** These graphs indicate that there is a decreasing risk of food insecurity. True or false?
   - **b.** There have been significant changes in population growth and arable land per person between 1960 and 2030. During this period, the world's population has grown from 5 to 8 billion people while the amount of arable land has decreased from 4300 square metres to 1800 square metres per person. True or false?
5. **Identify** the advantages and disadvantages for developing nations of using traditional biofuels such as wood and charcoal instead of oil and gas.

Apply your understanding

Communicating

6. Answer the following questions.
   - **i.** **Explain** what a jatophra is.
     - **A.** A plant that has seeds that can be used as a food crop
     - **B.** A type of soil that can be used as a fertiliser
     - **C.** A drought-resistant perennial plant that can planted in relatively poor soils
     - **D.** A short-lived plant that can be used as a biofuel without being refined first.
   - **ii.** **Recall** the benefits of growing jatophra rather than corn and other biofuels.

Concluding and decision-making

7. **Determine** whether the following statement is true or false.
   Australia will not need to purchase farmland overseas as it is largely food sufficient and there is little need to purchase additional land.
8. Are 'land grabs' an effective solution for establishing a country's food security? **Summarise** your view.
9. Refer to **FIGURE 6**.
   - **a.** **Describe** the distribution of countries in which China has acquired land.
   - **b.** **Clarify** reasons why China might invest in food production and land in Australia.
10. **Elaborate** on how the growth of the biofuel industry can potentially affect food security.

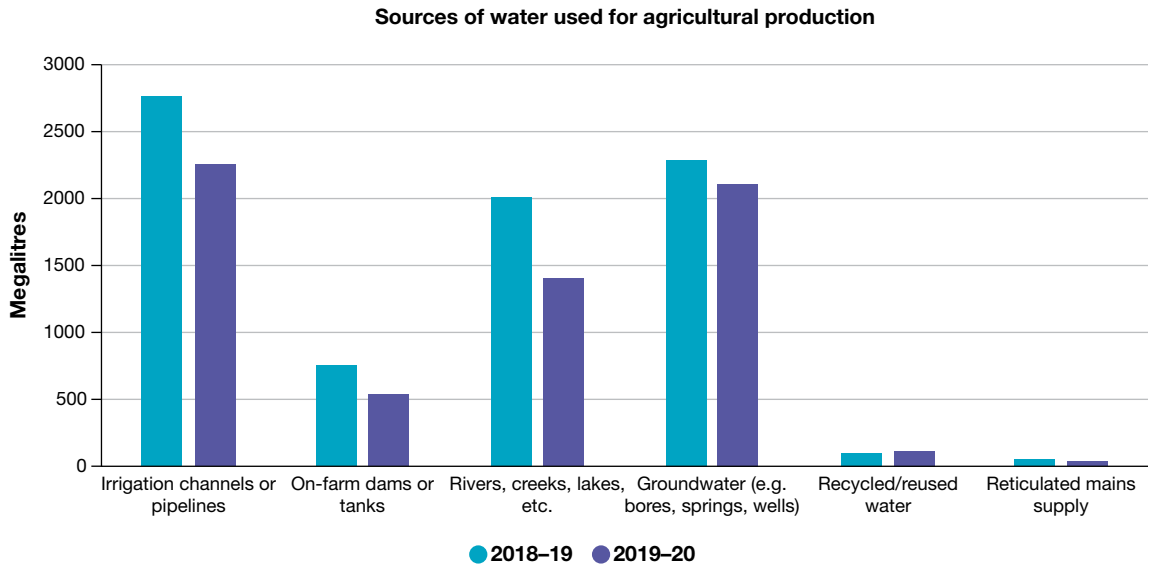
LESSON
10.4 How does access to water supplies impact food security?

LEARNING INTENTION

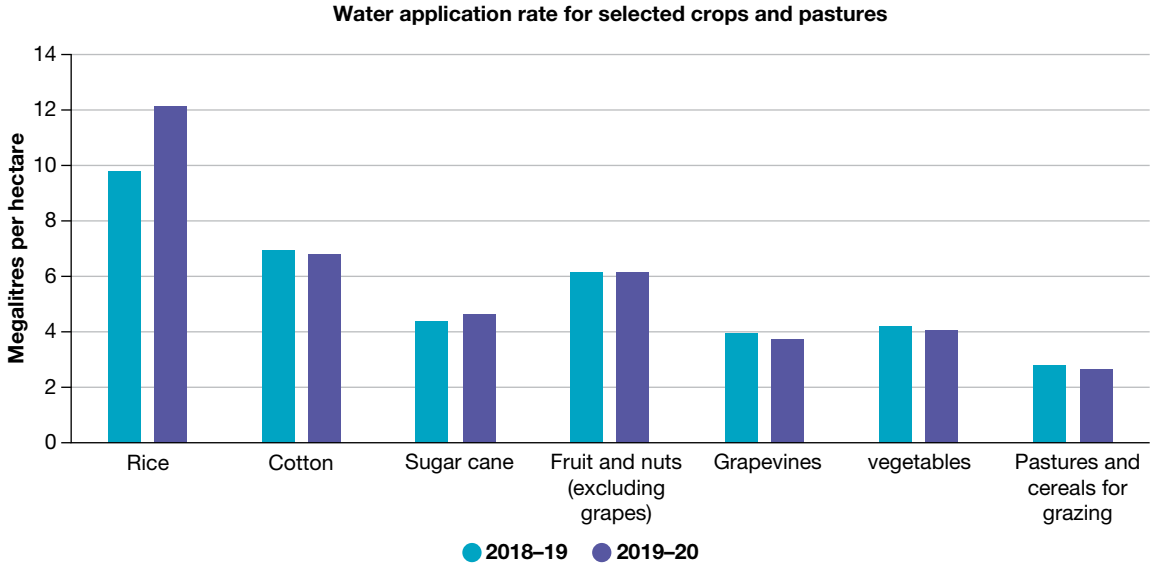
By the end of this lesson you should be able to explain the pressures placed on surface water and groundwater. You should also be able to discuss the relationship between water supply and food security.

TUNE IN

FIGURE 1 Sources of water used for agricultural production and the water application rate for selected crops and pastures



Source: Australian Bureau of Statistics, Water use on Australian Farms 2019–20 financial year.



Source: Australian Bureau of Statistics, Water use on Australian Farms 2019–20 financial year.

1. Where is most of the water used for farming sourced from?
2. Why do you think the amount of water sourced from rivers and creeks was less in 2019–2020?
3. What trends do you notice about the use of water for Australia's crops?
4. What relationship does water security have with food security?

10.4.1 Causes of water insecurity

There is no substitute for water. Without water there is no food, and agriculture already consumes 70 per cent of the world's fresh water. Every type of food production — cropping, grazing and processing — requires water. Thus, a lack of water is possibly the most limiting factor for increasing food production in future.

To feed an additional 2 billion people by 2050, the world will need to generate more food and use more water. The two main concerns that threaten future water security are water quantity and water quality.

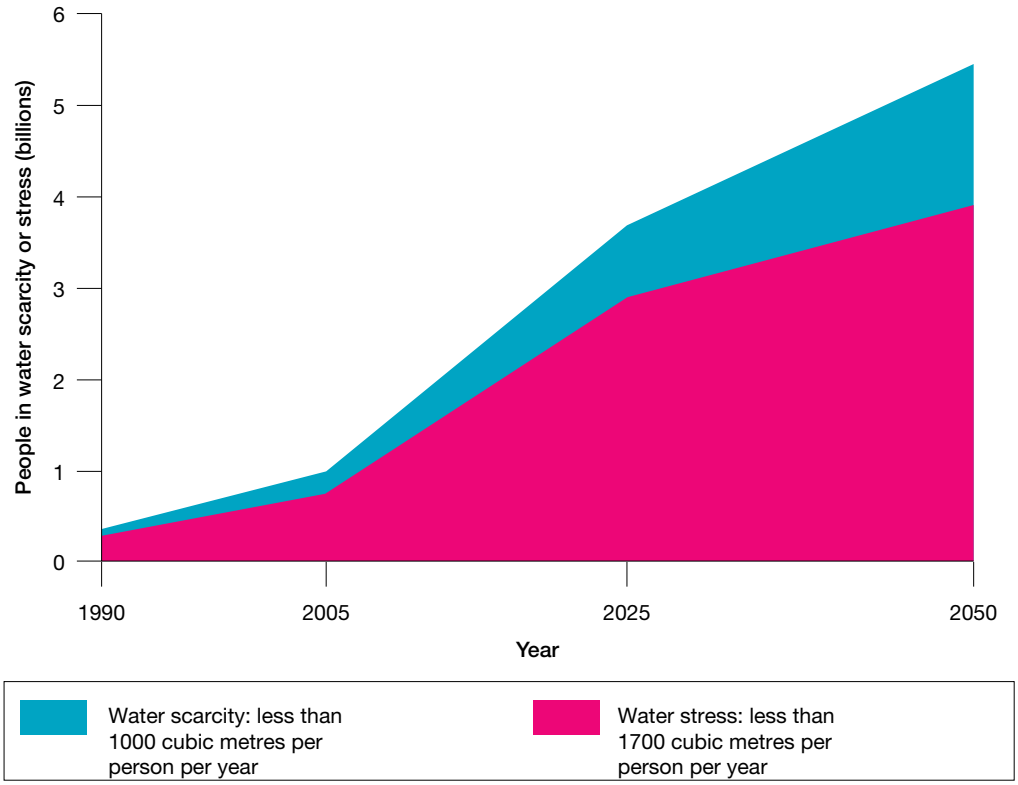
In theory, the world has enough water; it is just not available where we want it or when we want it, and it is not easy to move from place to place. We already use the most accessible surface water, and now we are looking for it beneath our feet. Underground **aquifers** hold 100 times more water than surface rivers and lakes. However, groundwater is not always used at a sustainable rate, with extraction exceeding natural recharge, or filling. This occurs in many of the world's major food-producing places, in countries such as the United States, China and India.

aquifer a body of permeable rock below the Earth's surface, which contains water, known as groundwater

water stress situation that occurs when water demand exceeds the amount available or when poor quality restricts its use

Water insecurity is connected with food insecurity. **FIGURE 2** shows the predicted number of people who will face **water stress** and water scarcity in the future. A more complex view is seen in **FIGURE 3**, which shows an interconnection between increased demand for water and predicted climate change, population increase and greater industrialisation in the 2050s.

FIGURE 2 People facing water stress and water scarcity



When water availability drops below 1.5 million litres per person per year, a country needs to start importing food; this makes the country vulnerable to changes in global prices. Developing countries that experience water

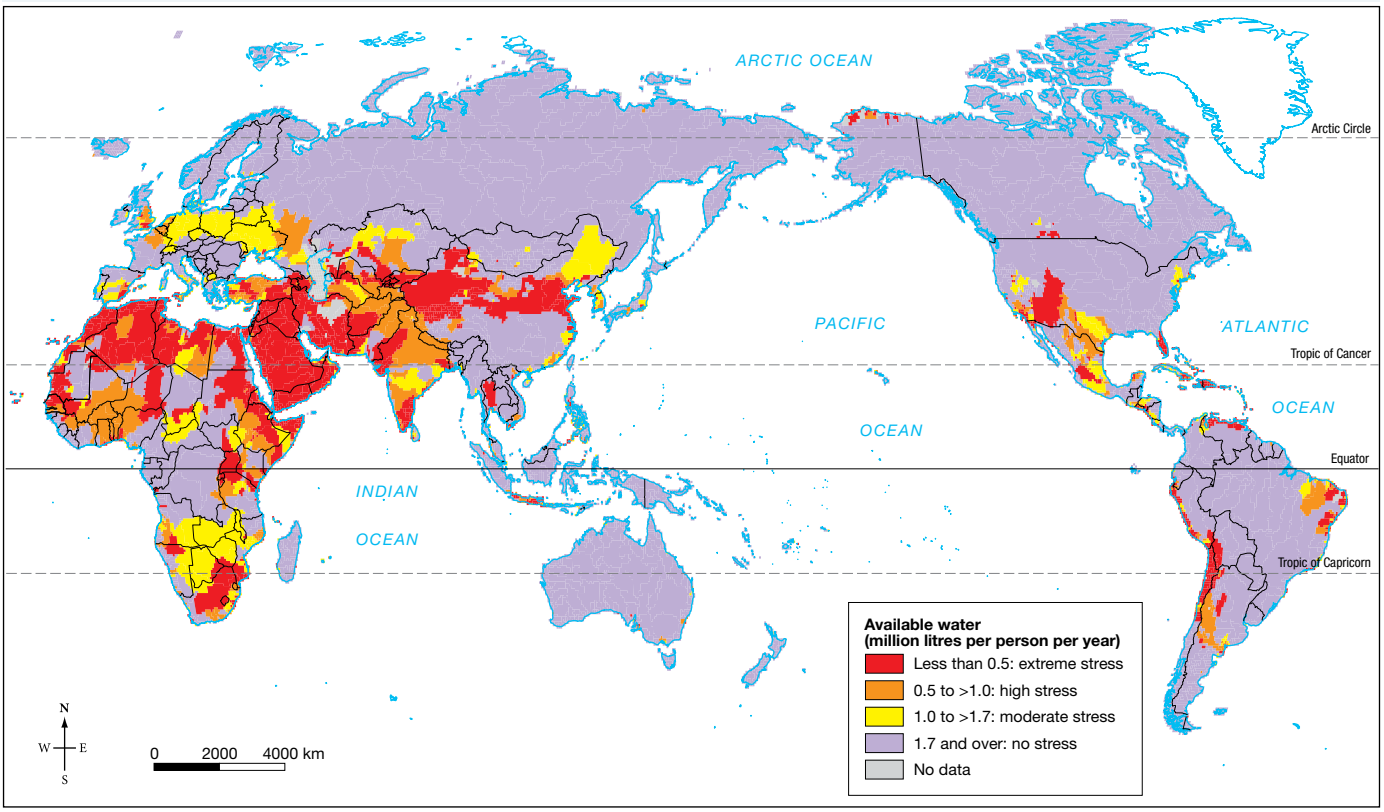
stress cannot afford to import food. They are also more vulnerable to environmental disasters. In developing countries 70 per cent of food emergencies are brought on by drought.

The main causes of the growing water shortage are outlined below.

- *Food production*. It is estimated that an additional 6000 cubic kilometres of fresh water will be needed for irrigation to meet future food demand. Changes in diet, especially increased meat consumption, require more water to grow the crops and pasture that feed the animals. A typical meat eater's diet requires double the amount of water that a vegetarian diet requires.
- *Growth of urban and industrial demand*. Water for farming is diverted to urban populations, and productive land is converted to urban use.
- *Poor farming practices*. Water is wasted through inefficient irrigation methods and cultivating water-hungry crops such as rice. Poorly maintained irrigation infrastructure, such as pipes, canals and pumps, creates leakage.
- *Over-extraction*. Improved technology and cheaper, more available energy have enabled us to pump more groundwater from deeper aquifers. This is not always done at a sustainable rate, so as water is removed, less is available to refill lakes, rivers and wetlands.
- *Poor management*. Governments often price water cheaply, so irrigation schemes use water unsustainably. Some countries may have available water but lack the money to develop irrigation schemes.

int-9062

FIGURE 3 Projected changes in water availability due to temperature, population and industrialisation increase, 2050s



Source: Based on data from the Centre for Environmental Systems Research, University of Kassel. Map drawn by Spatial Vision.

10.4.2 Deteriorating water quality

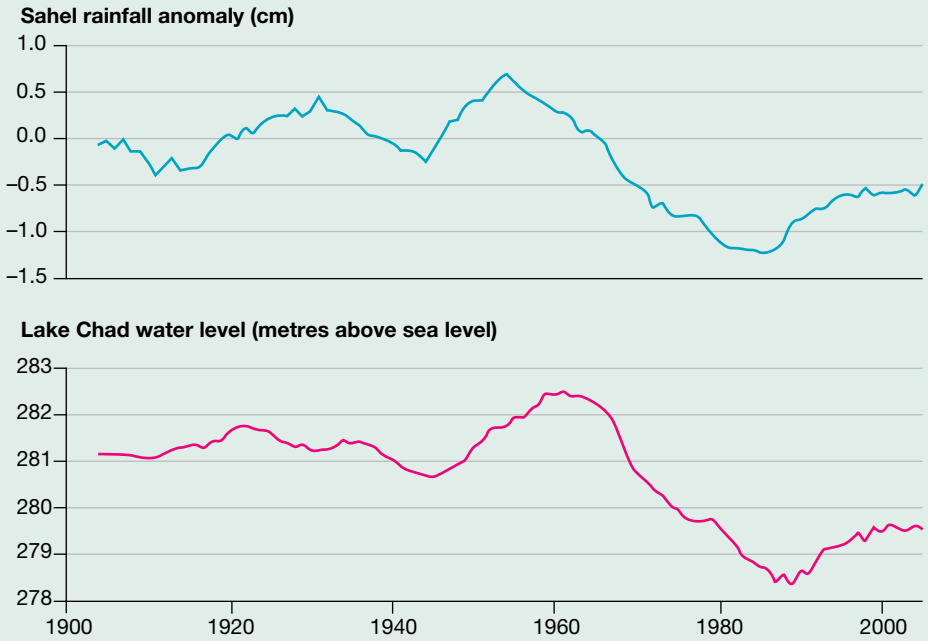
Agriculture is a major contributor to water pollution. Excess nutrients, pesticides, sediment and other pollutants can run off farmland or leach into soils, groundwater, streams and lakes. Excessive irrigation can cause waterlogging or soil salinity. This salty water not only poisons the soil but also drains into river systems. Industrial waste, untreated sewage and urban run-off also pollute water that may be used to irrigate farmland. Food that is irrigated with polluted water can actually pass on diseases and other medical problems, such as

heavy-metal poisoning, to people. Pollution is an important contributor to the scarcity of clean, **potable** water.

potable drinkable; safe to drink

10.4 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

Lake Chad, one of the largest lakes in the African continent, has been slowly deteriorating. Using the link in your Resources panel, **The rise and fall of Africa's great lake**, **investigate** some of the reasons for this deterioration and how this affects Chad's food security.



1. Look at the images of Lake Chad between 1973 and 1979. What do you notice?
2. Viewing the rainfall chart, what is the relationship between rainfall and Lake Chad's water level?
3. What impact does Lake Chad's water security have on the food security of the surrounding countries?
4. **Research** two or three strategies that are being used, or could be used, to ensure Lake Chad's water security and the continent's food security.
5. Present your research as a report to the United Nations.

on Resources

Interactivity The last drop (int-3328)
Weblinks Water use
Water availability
The rise and fall of Africa's great lake

10.4 Exercise

learnon

10.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3	1, 4, 5	6, 7, 8, 9, 10

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Check your understanding

1. Underground water is held in the pore spaces of rock and hence very large volumes can be held in rock formations beneath the ground. Surface water is easily evaporated or infiltrates the soil to join groundwater. True or false?
2. Study **FIGURE 3**. The places in the world which are predicted to be in 'high' to 'extreme' water stress are found in the _____ East, central _____, northern and southern _____, and scattered regions through most of the continents, even as far north as Alaska.
3. What changes might your family need to implement if the cost of household water were to more than double?
4. **Examine FIGURE 2**.
   a. How will the number of people affected by water stress change between 1990 and 2050?
   b. How do these changes compare with figures for water scarcity?
5. What happens when a country's water supply drops below 1.5 million litres per person, per year?

Apply your understanding

Concluding and decision-making

6. **Determine** ways water managers could prevent water scarcity from affecting future food security. **Select** the option that applies.
   A. Improve irrigation
   B. Increase use of desalinated water
   C. Design ways of reducing evaporation from water storages
   D. Improve trade in food items between places of food surplus and food deficit
   E. All of the above
7. **State** one natural and two human activities or events that could cause a decline in the quality or potability of a water resource.
8. **Identify** reasons why groundwater is often used for food production at an unsustainable rate.
9. **Propose** an argument that would help convince people to reduce their meat consumption as a means of reducing our water needs.
10. **Suggest** why underground aquifers would be able to hold more water than surface rivers and lakes.

LESSON
10.5 What challenges does climate change pose for food security?

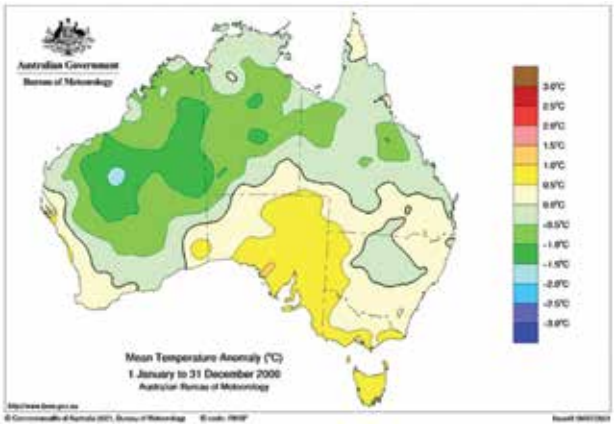
LEARNING INTENTION

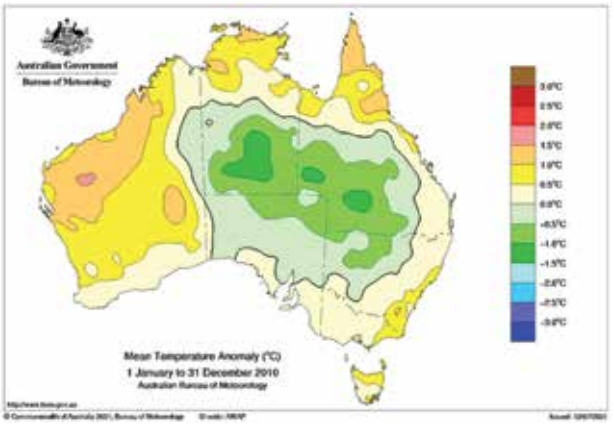
By the end of this lesson you should be able to describe and explain the possible impacts of climate change on food production.

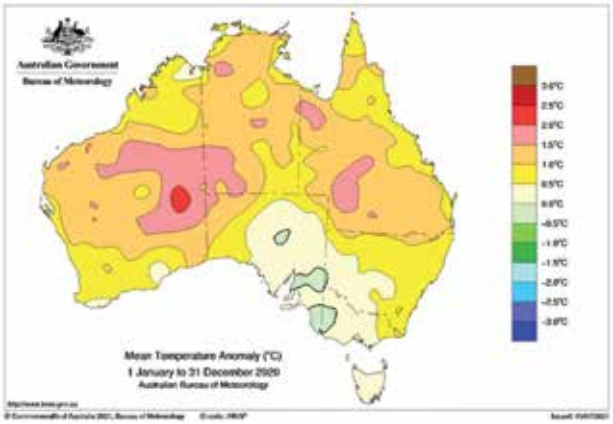
TUNE IN

Study the three maps below then answer the questions.

FIGURE 1 Temperature anomalies from 2000 to 2020







1. What do you notice about mean temperature for Australia from the year 2000 to 2020?
2. What do you think is the cause of these temperature fluctuations?
3. What impact do you think these temperatures have on Australia's food security?

10.5.1 Impacts of climate change on food production

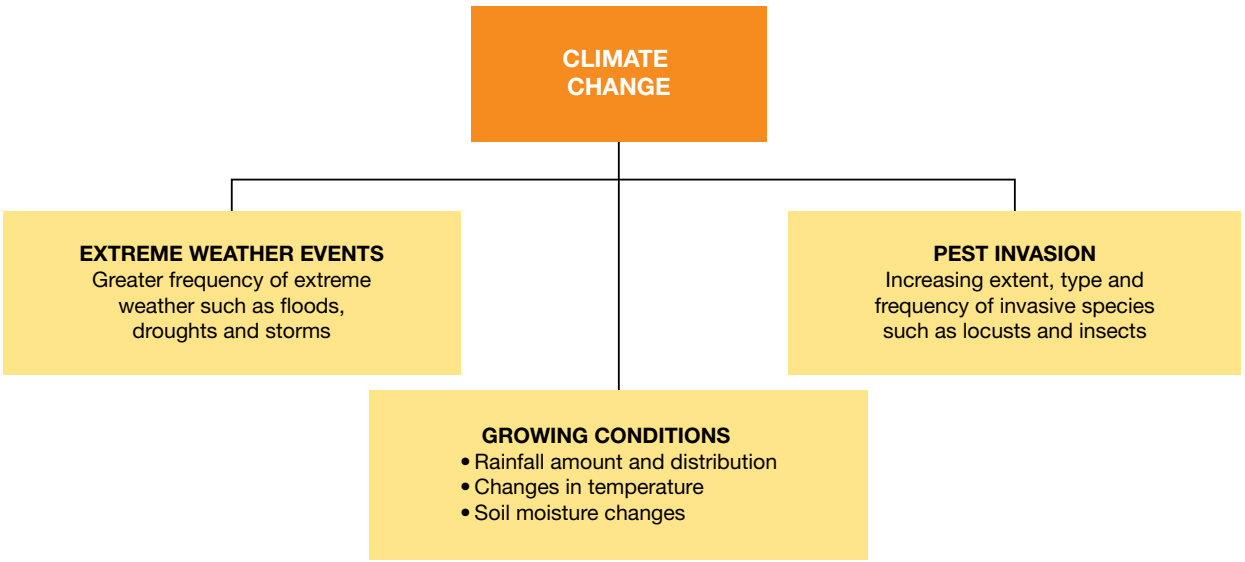
The impacts of climate change on future world food security are a case of give and take. Some regions of the world will benefit from increases in temperature and rainfall, while others will face the threat of greater climatic uncertainty, lower rainfall and more frequent drought. In either case, food production will be affected.

Agriculture is important for food security, because it provides people with food to survive. It is also the main source of employment and income for 26 per cent of the world's workforce. In heavily populated countries in Asia, between 40 and 50 per cent of the workforce is engaged in food production, and this figure increases to an average of 54 per cent in sub-Saharan Africa.

It is difficult to predict the likely impacts of climate change, because there are many environmental and human factors involved (see **FIGURE 2**), as well as different predictions from scientists (see **FIGURE 3**).

There is a wide range of possible impacts of climate change. Sea-level rises may cause flooding and the loss of productive land in low-lying coastal areas, such as the Bangladesh and Nile River deltas. Changes in temperatures and rainfall may cause an increase in pests and plant diseases. However, agriculture is adaptable. Crops can be planted and harvested at different times, and new types of seeds and plants, or more tolerant species, can be used. Low-lying land may be lost, but higher elevations, such as mountain slopes, may become more suitable. The loss in productivity in some places may be balanced by increased production in other places. **FIGURE 4** demonstrates the effects of climate change on cereal crops, while **FIGURE 5** shows the range of potential impacts across Europe.

FIGURE 2 Possible impacts of climate change on food production

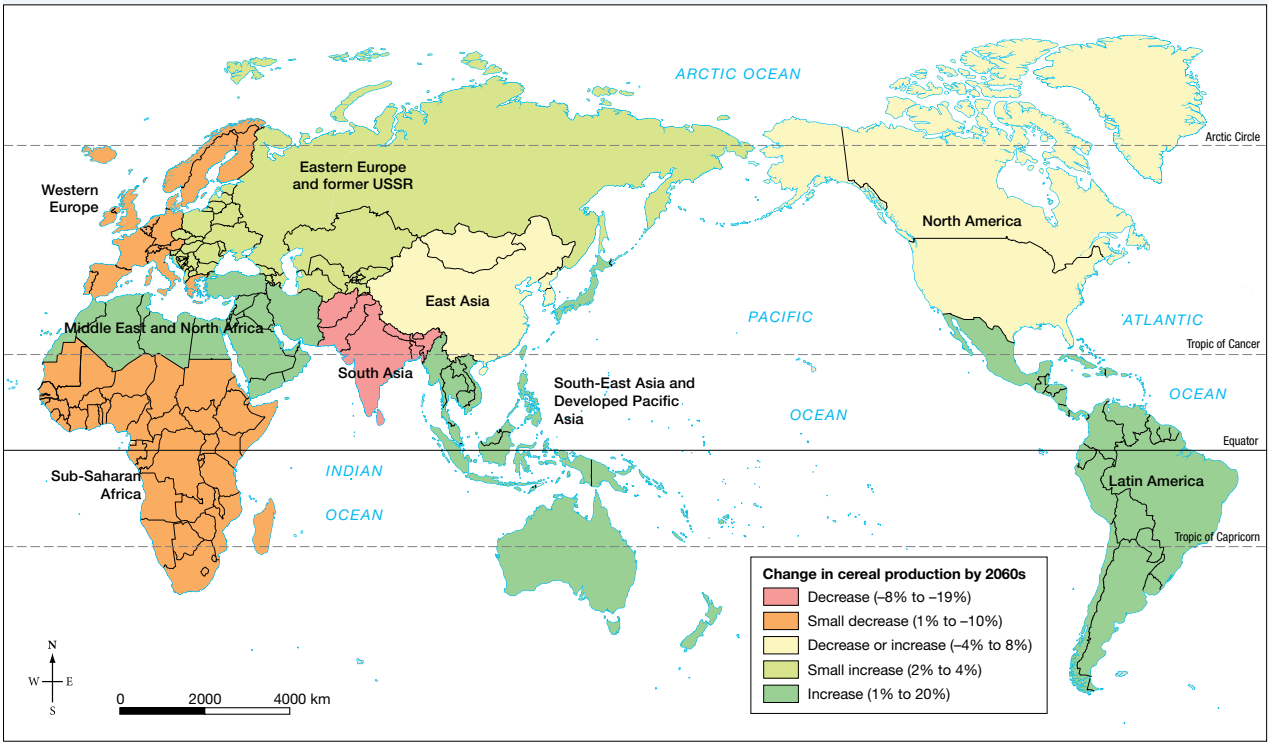


Essentially, hundreds of millions of people are at risk of increased food insecurity if they have to become more dependent on imported food. This will be evident in the poorer countries of Asia and sub-Saharan Africa, where agriculture dominates the economy. There is also a risk of greater numbers of **environmental refugees** or people fleeing places of food insecurity.

environmental refugees people who are forced to flee their home region due to environmental changes (such as drought, desertification, sea-level rise or monsoons) that affect their wellbeing or livelihood

int-7925

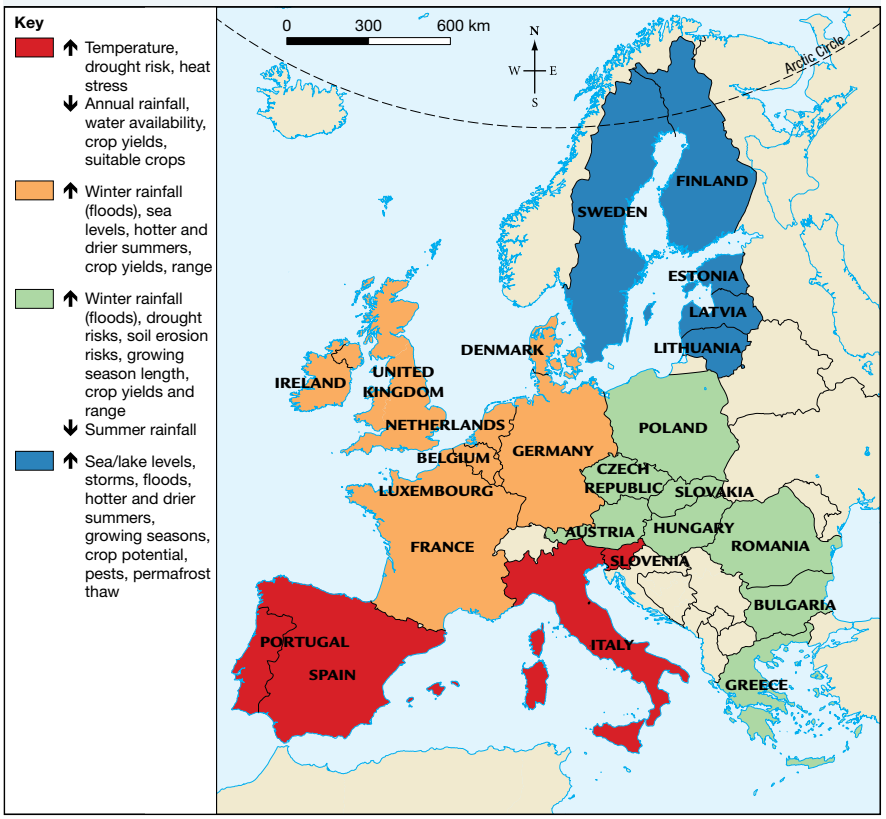
FIGURE 3 Predictions of the effects of climate change on cereal crops



Source: Based on data from Reducing climate change impacts on agriculture: Global and regional effects of mitigation, 2000•2080 by Tubiello F N, Fisher G in Technological Forecasting and Social Change 2007, 747: 1030-56. Map drawn by Spatial Vision.

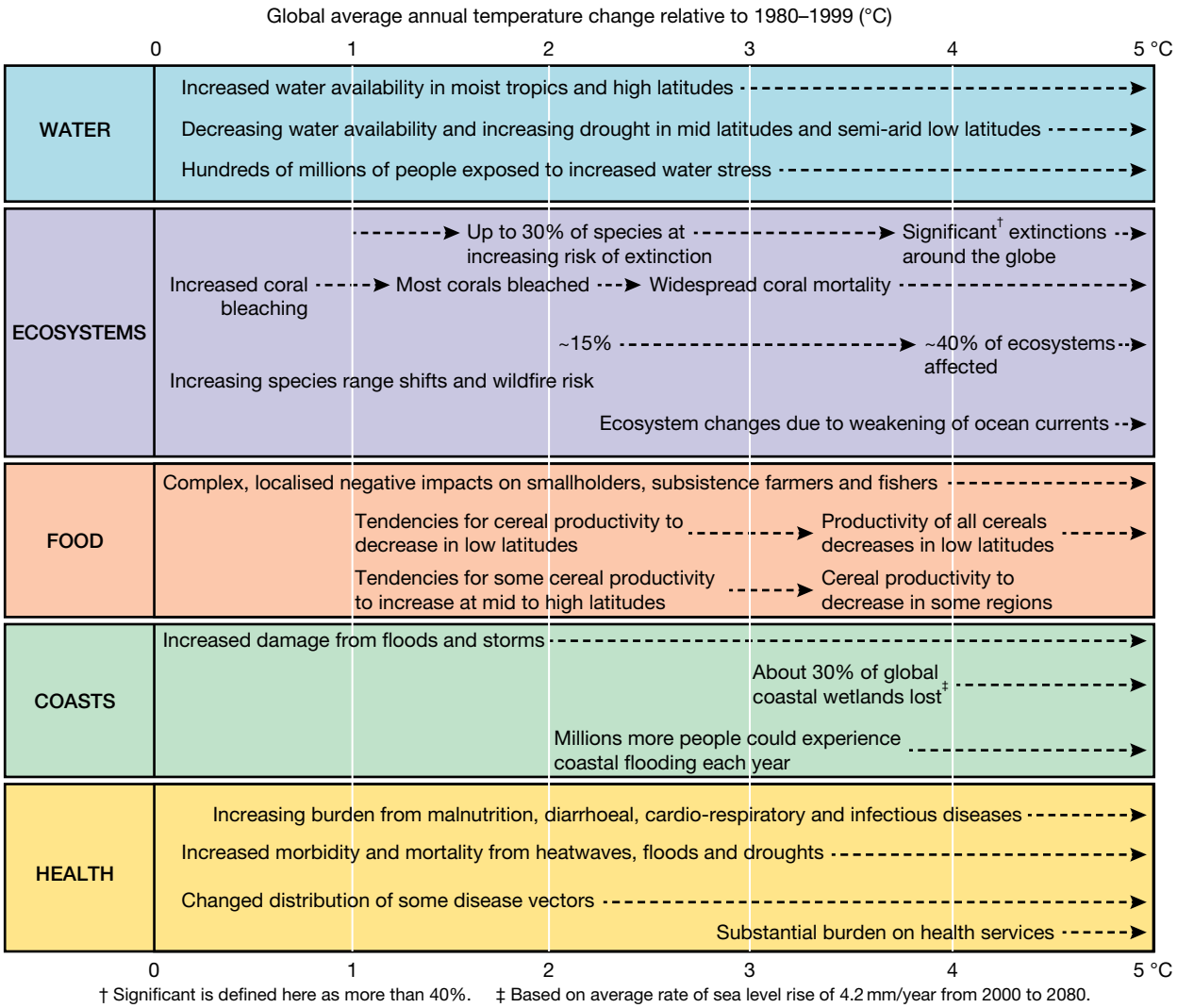
int-9063

FIGURE 4 Examples of potential consequences of climate change in selected European countries



Source: Based on data from the European Commission. Map drawn by Spatial Vision.

FIGURE 5 Projected consequences of climate change



† Significant is defined here as more than 40%. ‡ Based on average rate of sea level rise of 4.2 mm/year from 2000 to 2080.

DISCUSS

Should food be shared more equitably around the world? How might this be achieved?

10.5 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

Use the **How to feed the world in 2050** and the **Feeding 9 billion** weblinks in your Resources panel to find out more about the impact of climate change on food security.

a. As you watch the video, and explore the five steps, take note of the strategies that are being discussed.
b. Choose one strategy to expand on and **research** in depth.
c. Present a proposal that you can present to the class which answers the question: 'How can we feed the world in 2050?'

on Resources

Weblinks How to feed the world in 2050
Feeding 9 billion

10.5 Exercise

learnon

10.5 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5	6, 7, 8, 9, 10

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Check your understanding

1. Countries with a _____ proportion of their population working in _____ are more vulnerable to the impacts of _____ as their income and food security will be affected if crops fail or are destroyed in storms
2. Which impacts of climate change may be beneficial to food production in certain places?
   - A. Longer growing seasons
   - B. Higher rainfall
   - C. Warmer temperatures
   - D. Greater soil moisture
   - E. All of the above
3. **Determine** whether the following statements are true or false.
   - a. Possible impacts of extreme weather events include reduced yields, loss of livestock due to drought, loss of crops from storm or flood damage, and damage to crops due to increased frost.
   - b. The impacts of climate change on future world food security will affect all regions of the world in the same way.
   - c. Climate change may cause an increase in pests and plant diseases due to changes in temperatures and rainfall.
4. How might technologies such as glasshouses and irrigation help reduce the impacts of global warming?
5. **Describe** the interconnection between environmental refugees and climate change.

Apply your understanding

Concluding and decision-making

6. **Determine** how a country such as Australia might best prepare its food production systems to cope with potential changes in climate? Select all possible answers from the options below.
   - A. Improvements in water recycling
   - B. Increasing the amount of imported food
   - C. Improvements in desalination
   - D. Developing agriculture in areas expected to have higher rainfall
7. **Analyse** the flowchart in **FIGURE 5** and decide whether the following statements are true or false.
   - a. If temperatures increase to 3 °C, you would expect to see crop yields rising around the equator.
   - b. Changes in extreme weather events are unlikely unless temperatures increase by at least 1 °C.
   - c. Food insecurity will be felt greatly in developing regions if temperatures rise above 4 °C.
   - d. Places that are likely to experience decreasing crop yields will be found in the higher latitudes.

Communicating

8. **Explain** why the impacts of climate change are more likely to be felt more in those countries with a high percentage of their population in the agricultural workforce.
9. **Reflect** on **FIGURE 4**.
   - a. Which countries in Europe will benefit from climate change in terms of food production and which countries are likely to suffer negative outcomes?
   - b. Would increased irrigation be a sustainable solution for growing food in Spain? **Explain** your answer.
10. Agriculture is important for food security, but agricultural practices also contribute considerably to climate change. **Summarise** how agricultural practices and livestock farming contribute to climate change.

LESSON
10.6 How will we feed the future?

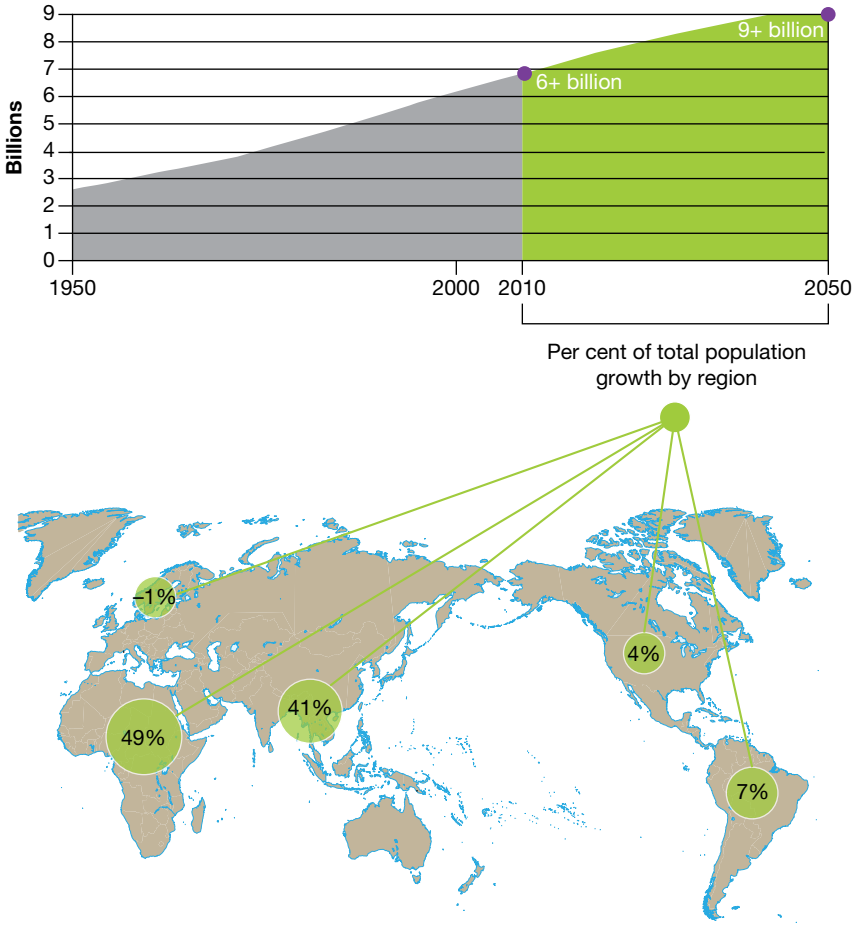
LEARNING INTENTION

By the end of this lesson you should be able to explain the prevalence of hunger and discuss the challenges to food production. You should also be able to explain the factors affecting food production.

TUNE IN

Every person on this planet deserves to be able to access food and to have food security. Sadly this isn't the case for millions around the world.

FIGURE 1 Global population growth and percentage of total population growth by region, 2010–2050



Source: Redrawn from an image by Global Harvest Initiative (*2011 GAP Report®: Measuring Global Agricultural Productivity*), data from the United Nations.

1. How long has it been since you had anything to eat?
2. How many different food items have you eaten today?
3. How many of these did your family grow?
4. Do you know when and where your next meal is coming from?
5. Do you feel secure in knowing that you have food in your home?
6. Why do you think we have so many people hungry when there is enough food produced in the world?
7. How do you think the world will feed its future population?

10.6.1 The prevalence and impacts of hunger

According to the World Health Organization, over 1.9 billion adults in the world are overweight, while 821 million go hungry each day. What can we do to change this imbalance and ensure equal, sustainable access to food for people across the globe?

10.6.2 Challenges to food production

The distribution of the world's population and the availability of arable land per person is uneven. Regions with the fastest-growing future populations (see **FIGURE 1**) are also those where there is limited arable land per person.

One solution to feeding people who live in crowded spaces, such as Asia, or in environmentally challenging spaces, such as sub-Saharan Africa, is to increase the amount of trade in food products. This will involve moving food from places with crop surpluses (North America, Australia and Europe) to regions that are crowded or less productive. This means there will be an increase in the interconnection between some countries.

The impact of hunger on people cannot be overstated. Hunger kills more people each year than malaria, AIDS and tuberculosis combined. It is estimated that we will need to produce between 70 and 100 per cent more food in order to feed future populations. New ideas, knowledge and techniques will be needed if we do not want millions more people to suffer malnourishment, starvation and vulnerability to disease. The challenge, though, is to do this in a way that is also sustainable. Population growth and limited supplies of arable land will affect how much food can be produced.

Preventing hunger on a global scale is important, but action also needs to be taken on a local scale. Over 70 per cent of the world's poor live in rural areas; improving their lives would create greater food security. If poor farmers can produce more food, they can feed themselves and provide for local markets. Improved infrastructure, such as roads in rural regions, would enable them to transport their produce to market and increase their incomes.

Factors affecting food production

Farming is a complex activity, and farmers around the world face many challenges in producing enough food to feed themselves and to create surpluses they can sell to increase their incomes. Some of these are outlined in **FIGURE 2**.

As urban areas grow, the amount of available arable land decreases. According to the United Nations Food and Agriculture Organization (FAO), the world has an extra 2.8 billion hectares of unused potential farmland. This is almost twice what is currently farmed. However, only a fraction of this extra land is realistically available for agricultural expansion, owing to inaccessibility and the need to preserve forests and land for infrastructure.

As mentioned, the growing populations of the future will be found in places where expansion of land for agriculture is already limited. Consequently, increased food production will need to come from better use of current agricultural areas, better use of technology, and new ways of thinking about food production and approaches to farming. One such example is the Ord River irrigation scheme in the East Kimberley region of Western Australia, which is transforming this semi-arid region and providing food in huge quantities for our Asian neighbours.

int-7926

FIGURE 2 Factors affecting farming yields

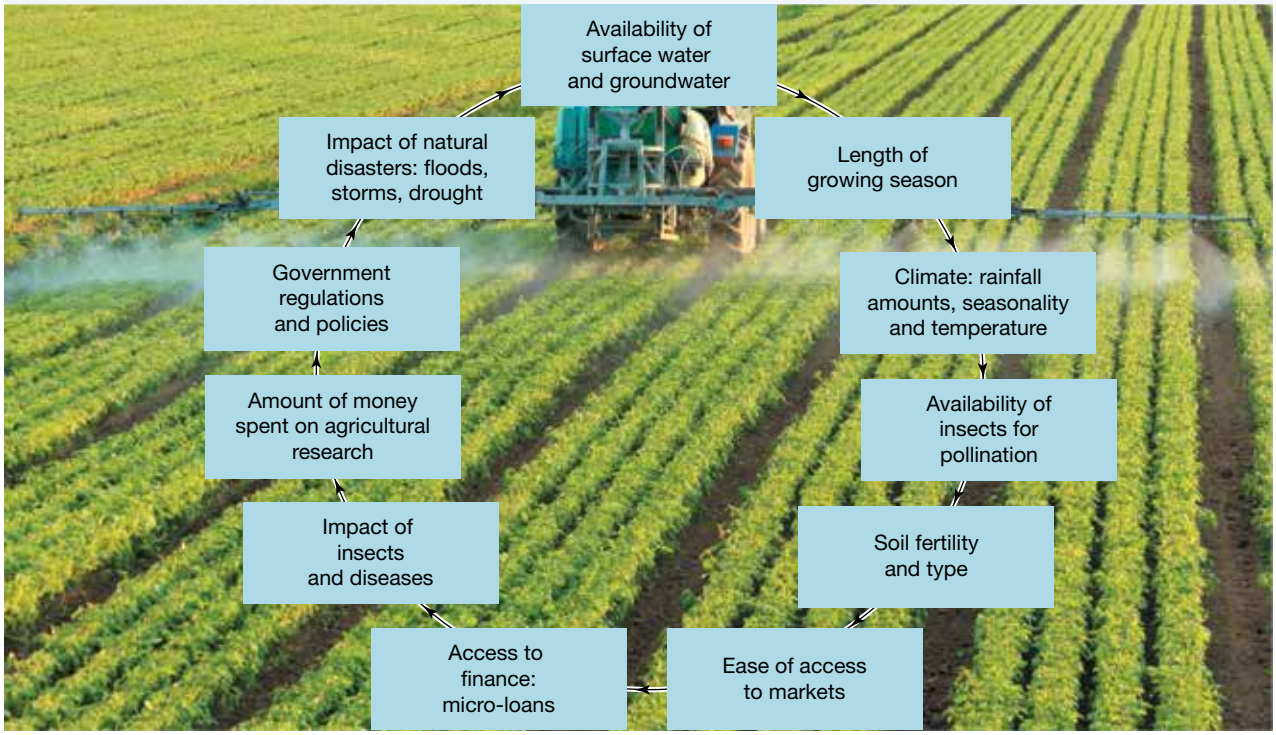


FIGURE 3 The Ord River Irrigation Scheme has alllowed great expansion of the available farming area in the region.

10.6 SKILL ACTIVITY: Questioning and researching using geographical methods

As well as the effect on people's health, a shortage of food can have social and political effects. Conduct **research** into the series of food riots that occurred in several countries around the world in 2015.

a. Where did these riots occur?
b. What were the causes of these riots?
c. How can governments work to prevent this situation from occurring again?

Resources

Video eLesson Future food (eles-1721)

10.6 Exercise

learnon

10.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	5	6, 7, 8, 9, 10

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Check your understanding

1. How much more food is it estimated we will need to produce in order to feed future populations?
   - A. 0–30 per cent
   - B. 30–60 per cent
   - C. 60–80 per cent
   - D. 70–100 per cent
2. **Determine** whether the following statements are true or false.
   - a. Hunger is such a serious issue because it threatens people's health and is responsible for more deaths than malaria, AIDS and tuberculosis combined.
   - b. The world has an extra 2.8 billion hectares of unused potential farmland, which is almost twice what is currently farmed.
   - c. Population growth and limited supplies of arable land will have an impact on the ability to produce food to feed future populations.
3. What is the relationship between areas with fast-growing populations and the amount of arable land per person?
4. Over _____ per cent of the world's poor live in rural areas.
5. a. Which of the following strategies might help to ensure there is enough food in the future for people who live in places with growing populations and limited arable land?
   b. **Explain** the reasons for your answer.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Examine FIGURE 1** and answer the following questions.
   - a. Which region's population is predicted to decrease by 2050?
   - b. Which two continents are expected to have the greatest increase in population?
   - c. What is the population expected to be in 2050?

Communicating

7. **Describe** three factors affecting farming yields and identify them as either environmental, economic or social/political factors.
8. **Justify** how a growing world population puts pressure on food supplies.
9. Lack of food has caused people to leave their homes and move to cities in search of employment and food. **Predict** the places in the world where this is most likely to happen.
10. **Identify** three factors affecting farming yields: one environmental, one economic and one social/political. **Explain** how these factors impact production levels, and ways they can be either harnessed or mitigated to help ensure food security.

LESSON
10.7 How do we improve food production and distribution?

LEARNING INTENTION

By the end of this lesson you should be able to compare and evaluate various strategies for improving food production. You should also be able to discuss ways to reduce food waste and explain sustainable ways to improve food production and distribution.

TUNE IN

Think about your most recent dinner. Your household may consume and source food differently than others.

1. What did you have for dinner last night? Was it a meal prepared at home? Did you eat out? Was it takeaway?
2. Did you eat all your meal?
3. Did all members of your family eat all their meal?

FIGURE 1 A young family enjoying their nutritious meal.

10.7.1 Improving food yield

There are many strategies that can be used to create greater efficiencies and increased food production. **FIGURE 2** summarises some of these.

The strategy that is likely to be the most important in increasing future crop production is the reduction of the **yield gap**. This means that farmers who are currently less productive will need to implement farming methods that will lead to increased yields so that their outputs are closer to those of more productive farmers. There is a serious yield gap in more than 157 countries (see **FIGURE 3**). If this gap could be closed, larger amounts of food would be available without the need for more land. There are wide geographic variations in crop and livestock productivity. Brazil, Indonesia, China and India have all made great progress in increasing their agricultural output. Much of the increase has been achieved through more efficient use of water and fertilisers.

The use of **genetically modified** (GM) foods has increased, and this has also increased crop yields. However, there is some opposition to GM crops because of concerns about:

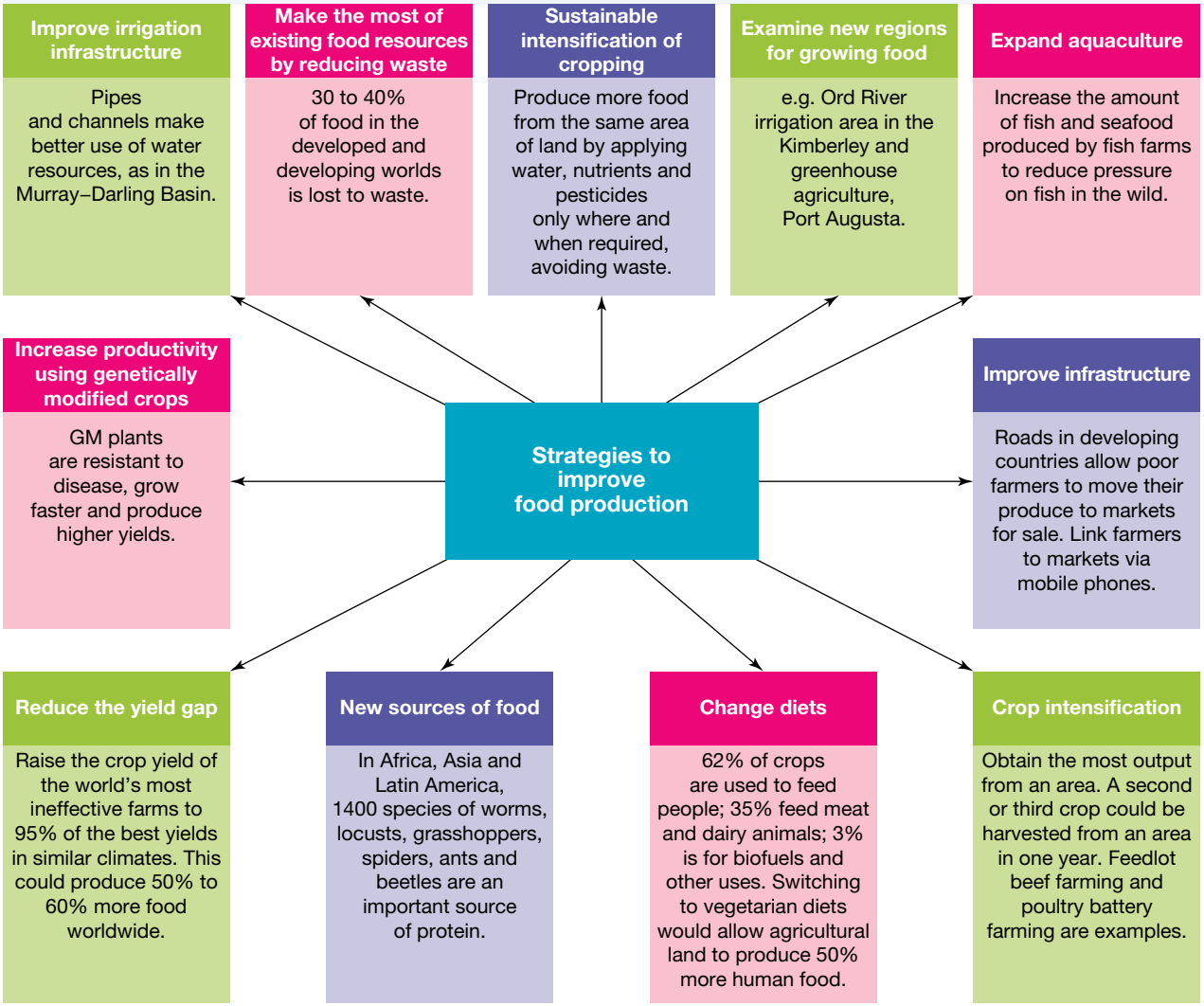
- loss of seed varieties
- potential risks to the environment and people's health
- the fact that large companies hold the copyright to the seeds of GM plants that are food sources.

yield gap the gap between a certain crop's average yield and its maximum potential yield

genetically modified describes seeds, crops or foods whose DNA has been altered by genetic engineering techniques

int-9064

FIGURE 2 Strategies for improving food production



10.7.2 Innovative production solutions

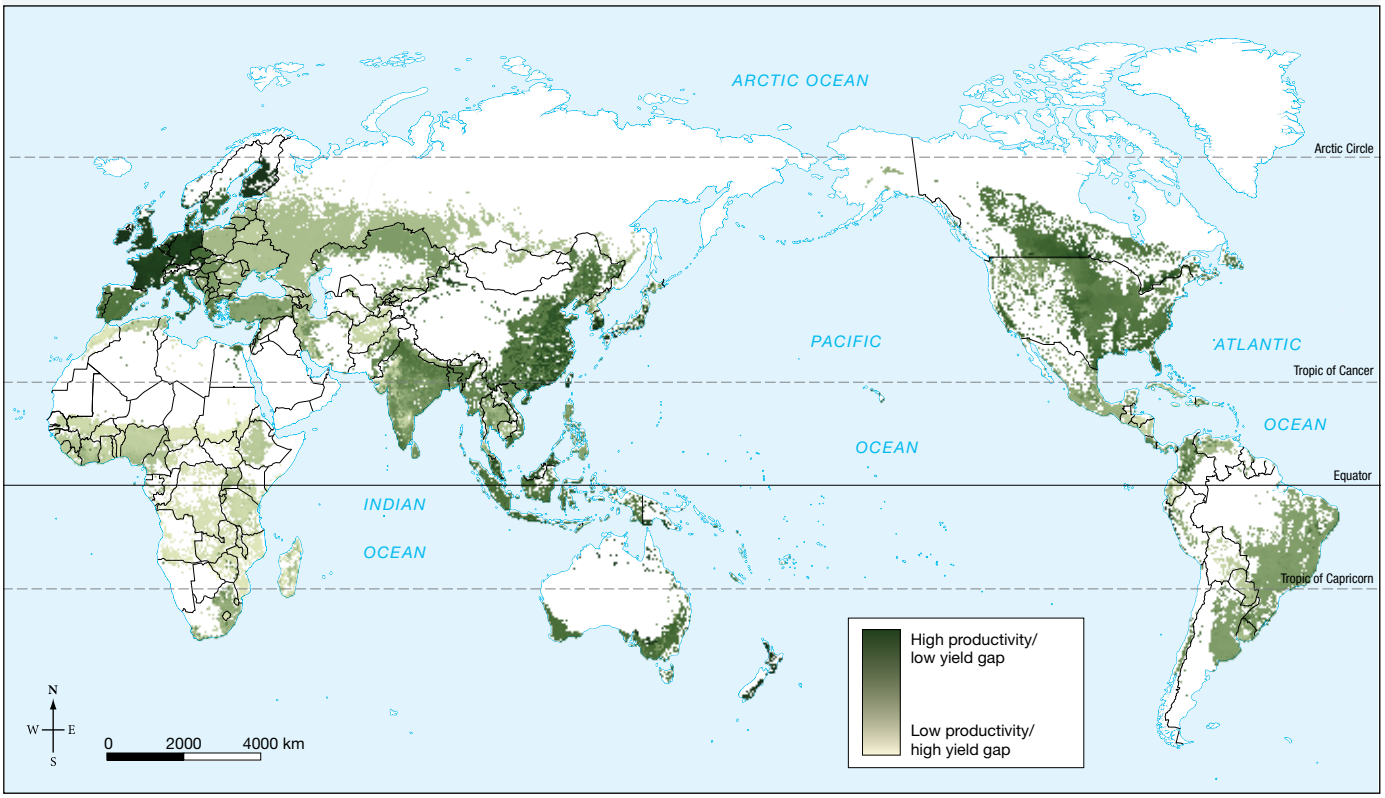
Because agriculture uses around 70 per cent of the planet's increasingly scarce freshwater resources, any method that can produce food without needing fresh water at all is a great advance.

Port Augusta is located in a hot, arid region of South Australia, and is not normally associated with agriculture. However, one company, Sundrop Farms, is using this region's abundant renewable resources of sunlight and sea water to produce high-quality, pesticide-free vegetables, including tomatoes, capsicums and cucumbers, and it does so all year round.

In 2016, a 20-hectare greenhouse was opened, powered by a 115-metre solar tower with 23 000 mirrors. The mirrors concentrate the sun's energy and the collected heat creates steam to drive electricity production, heat the greenhouse and desalinate sea water from the Spencer Gulf, producing up to 1 million litres of fresh water a day for crop irrigation. The greenhouse aims to satisfy approximately 10 per cent of Australia's truss tomato demand and its sustainably farmed produce is already being sold at Coles supermarkets.

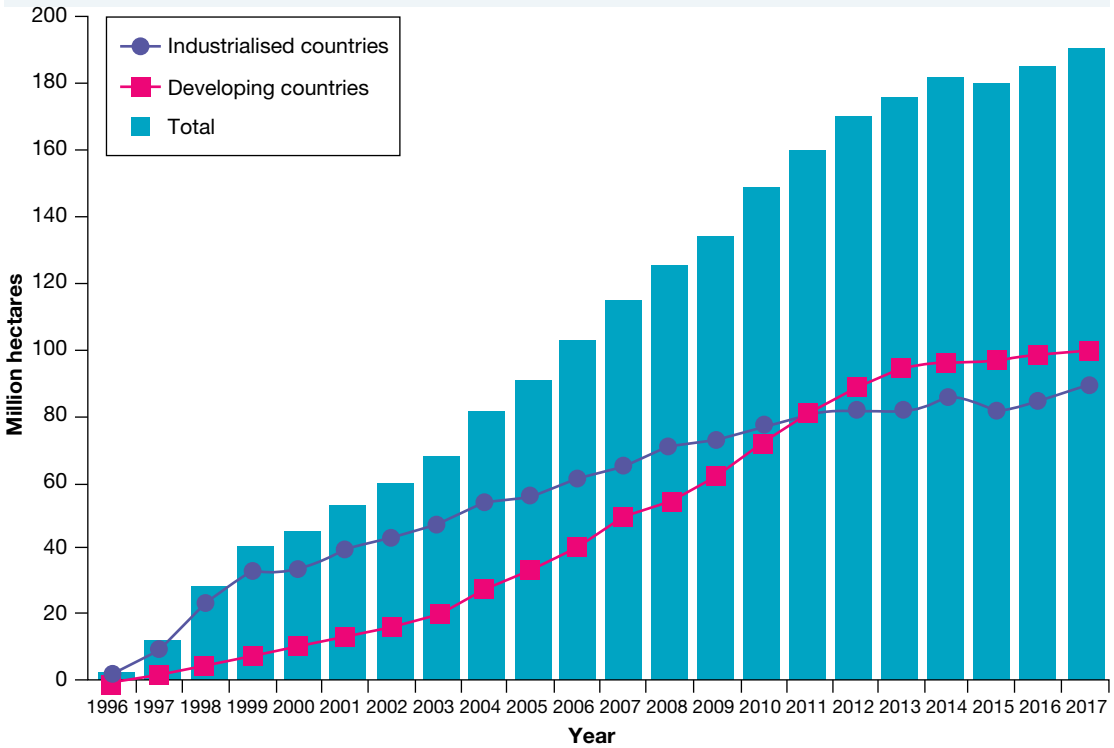
It is hoped that this type of technology can be used in more places in Australia and around the world that have hot, arid climates previously considered unsuitable for horticulture. The technology has the potential to supply millions of people with healthy food in a sustainable manner.

FIGURE 3 Yield gap for a combination of major crops, 2015



Source: Food and Agriculture Organization of the United Nations.

FIGURE 4 Global area of genetically modified crops in industrialised and developing countries 1996–2017



Source: © ISAAA 2017. ISAAA. 2017. Global Status of Commercialized Biotech/GM Crops in 2017: Biotech Crop Adoption Surges as Economic Benefits Accumulate in 22 Years. ISAAA Brief No. 53. ISAAA: Ithaca, NY. pp. 3 & 4.

FIGURE 5 The world's first Sundrop Farm is situated in Port Augusta, South Australia.

Australian farmers see technology as a means of decreasing production costs and increasing crop production. Additional technologies in Australian agriculture include the following.

- Robots are being tested to determine whether they can be used in complex jobs such as watering or harvesting. This would be of advantage in the horticultural sector, which is the third largest sector in agriculture, with an export trade worth $3.1 billion in 2019–20.
- Technology such as satellite positioning is being used to determine the optimal amounts of fertiliser to use on crop farms, which could increase profitability by as much as 14 per cent.
- Robots and an unmanned air vehicle have passed field tests at an almond farm in Mildura, Victoria. They are fitted with vision, laser, radar and conductivity sensors — including GPS and thermal sensors.

Food sustainability in Norway

According to the United Nations, in 2021, one in ten people went to bed hungry. The world has limited resources, so the whole world needs to focus on sustainable farming and food production if we are to ensure a stable food supply for future generations. Norway is leading the charge in sustainable farming practices, incorporating new technology to improve their farms' yields and efficiency.

In agriculture and food production, new technology includes:

- milking robots to improve animal welfare
- fertiliser produced from local manure and renewable energy
- the use of steam to clear soil of fungi, weeds and seeds
- irrigation sensors to limit water loss.

Technology is also being used to improve sustainability in Noway's food consumption. Food packaging that monitors temperature to indicate remaining shelf life has been introduced along with apps designed to monitor food expiry for consumers and restaurants.

10.7.3 Quantifying food wastage

What food have you thrown out today? Across the world, one-third of all food produced is wasted. Each year, around 1.6 million tonnes of food, worth up to $1.2 trillion, is dumped while more than 850 million people remain undernourished. According to the United Nations' Food and Agriculture Organization, one-quarter of the food wasted each year could feed all of the world's hungry people.

To meet the growing demand for food by the middle of this century, it has been calculated that the world will need to produce as much food as has been produced over the past 8000 years. Although the world does produce sufficient food for everyone, distribution and affordability prevent it from getting to everyone who

needs it. However, dealing with food wastage could certainly help to reduce food vulnerability.

Food wastage also represents a waste of the resources used in production, such as land, fertiliser and energy. Waste can increase prices, making food less affordable. The World Bank has calculated that in sub-Saharan Africa, a region prone to food insecurity, a reduction of only 1 per cent wastage could save $40 million per year, with most of this saving going to the farmers.

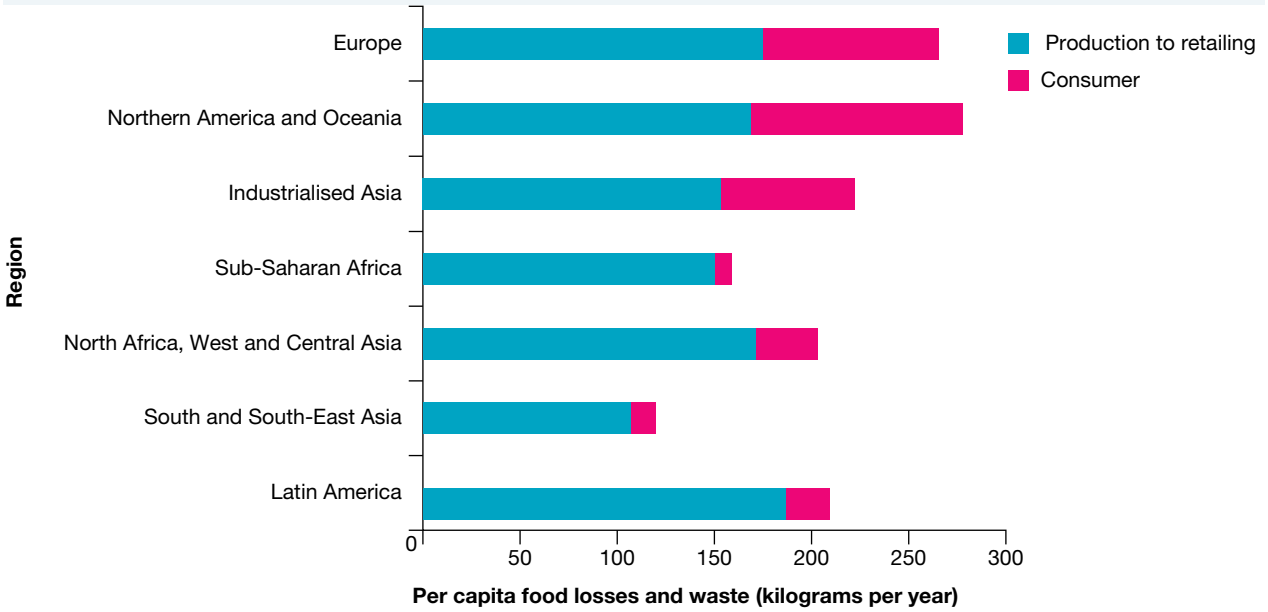
A consequence of food wastage is the need to dispose of the waste, usually by dumping or burning. Food waste now contributes 8 per cent of global greenhouse gas emissions.

Food waste exists in all countries, regardless of their levels of development, although the causes of wastage vary. **FIGURE 7** shows the breakdown of food wastage on a regional basis.

FIGURE 6 Surplus tomatoes dumped in Tenerife, Canary Islands

In developing nations, food losses are mostly related to a lack of food-chain infrastructure and a poor knowledge of, or investment in, storage technologies on farms. Other causes of waste are lack of refrigeration, limited or non-existent road and rail networks to deliver food to markets, and a shortage of processing and packaging facilities. In India, up to 40 per cent of fresh food is lost due to a lack of cold storage in wholesale and retail outlets. Over one-third of the rice harvest in South-East Asia can be destroyed by pests or spoilage.

FIGURE 7 World food losses per region



In contrast, in the developed world, food waste is more evident at the retail and home stages of the food chain. In this case, food is relatively cheap so there is little incentive to avoid waste. Consumers are used to purchasing food that is visually appealing and unblemished, so retailers end up throwing out perfectly edible, if slightly damaged, food. More and more people rely on 'use-by' dates, so despite the food still being suitable to eat, it is discarded. Waste is also a part of the growing culture of 'supersize' or 'buy one get one free' advertising. Further waste can occur if the discarded food is sent to landfill when it could be used for animal feed or even compost.

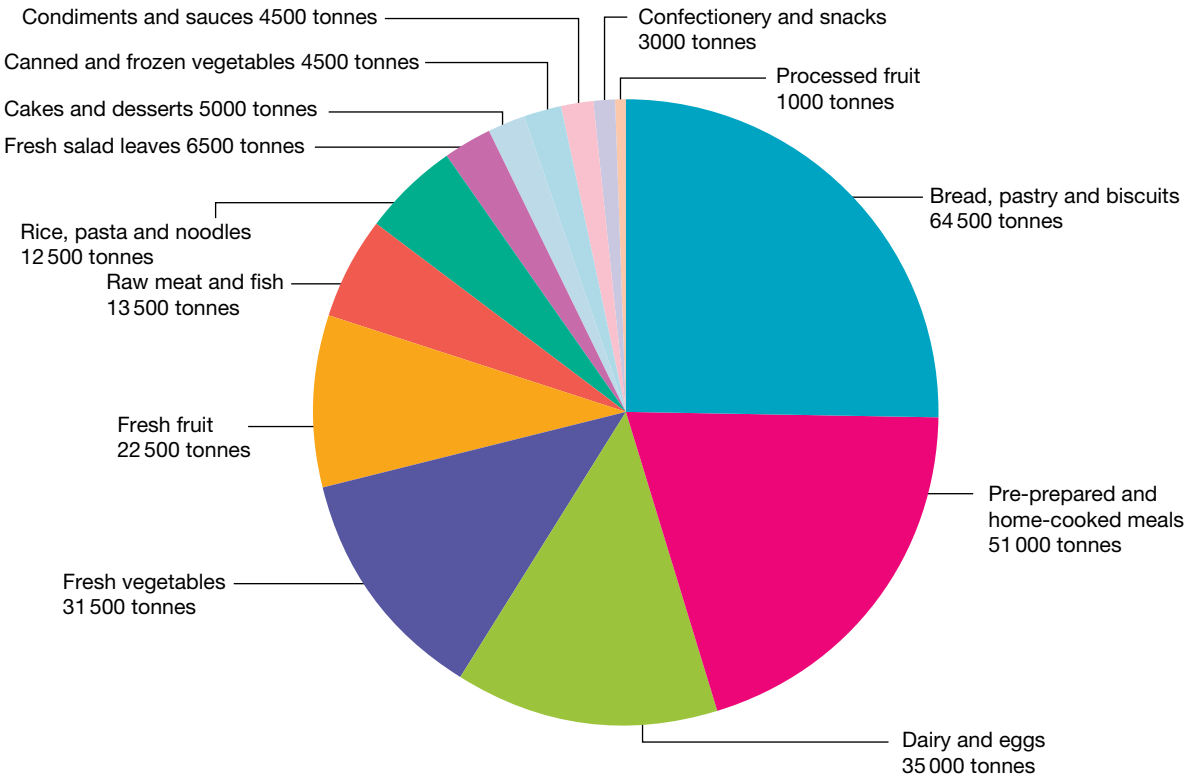
What is wasted in Australia?

Australia produces enough food for 60 million people, and this enables us to trade the surplus. Yet each person wastes an average of 361 kilograms of food each year. This costs the economy $20 billion annually. At the same time, 4 million Australians have experienced some form of food insecurity in the past year. This means that around 18 per cent of the population have not had enough food for themselves and their family, or could not afford to purchase food at some stage over the 12-month period.

As an example of the extent of the waste in Australia, consider the example of Victoria, where food wastage costs $5.4 billion annually. The average household throws away $42 worth of food per week. **FIGURE 8** shows the composition of the 255 000 tonnes of food thrown into rubbish bins in Victoria each year.

tlvd-10688

FIGURE 8 Household food waste in Victoria, per year



10.7.4 Reducing food waste

Reducing global food waste is a part of the new Sustainable Development Goals, a set of targets designed to develop a more sustainable future for the world. The specific target is to cut per capita food waste by 50 per cent by 2030. If this can be achieved, food security will be improved, greenhouse gases can be reduced, and valuable land and water resources will not be wasted.

Here is a snapshot of what is happening around the world:

- Farmers in Ghana are trialling a new phone app that shows farmers, food transporters and traders the fastest route to market, which reduces food spoilage. In addition, the app can identify illegal roadblocks set up to take bribes from drivers.
- In France, an estimated 10 million tonnes of food is wasted each year. A new law now compels restaurants to provide containers in which customers can take home uneaten food. Shops are also banned from destroying food products, and supermarkets must give away unsold food that has reached its use-by date, for distribution to charities. All Parisian households have a biowaste recycling bin for food scraps. Waste is collected and converted into fertiliser or biofuels.

- Seoul in South Korea has taken a different approach in an effort to reduce its food waste by 20 per cent. It is trialling a program whereby people are charged according to the weight of the garbage they produce. The more kilograms generated, the higher the bill. In South Korea 95 per cent of food waste is recycled into compost, animal feed or fuel. Landfilling of food waste is banned.
- Australia has now set a target to reduce the amount of food waste by 50 per cent by 2030. Much of this will come from supporting food rescue operations such as Second Bite and Foodbank Australia. These organisations collect and redistribute surplus food. Foodbank provides relief to 710 000 Australians every month, 26 per cent of whom are under 19 years old.

FIGURE 9 Billions of tonnes of food produced each year is wasted. This overwhelming figure must change.

10.7 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

Norway is at the forefront of revolutionising the agriculture and aquaculture industries. But what are Australian farmers doing to help with food distribution and production?

a. Start with the **Australia for Agriculture 4.0** weblink in your Resources panel to get you thinking about what Australian farmers are doing.
b. **Research** some of the innovations and developments that are happening in Australia, and how farmers here are using technology to secure Australia's food supply.
c. **Select** one of these innovations and answer the question, 'How will this innovation help with feeding Australia in the future?'
d. **Create** a video or YouTube clip which explains this innovation to the class. Be sure to include images and graphics.

on Resources

Interactivity More, or less, food (int-3329)
Weblinks Vertical farming
WA Waste Authority
Australia for Agriculture 4.0

10.7 Exercise

learnon

10.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5	6, 7, 8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. What is meant by the term 'yield gap'?
   - A. The difference between a particular crop's average yield and its maximum potential yield
   - B. The sum of a particular crop's average yield and its maximum potential yield
   - C. A particular crop's average yield
   - D. A particular crop's maximum potential yield
2. **Determine** whether the following statements are true or false.
   - a. Each of the following three strategies can improve food production. Reducing food wastage, improving irrigation infrastructure and increasing aquaculture catch.
   - b. The use of genetically modified (GM) foods has led to an increase in crop yields.
   - c. According to the United Nations, 20 per cent of all food produced is wasted.
3. One _____ of all food wasted each year could _____ world hunger. Like other _____ such as water, food is not evenly _____, and millions of people cannot access or afford to purchase food.

distributed	reduce	purchase	quarter	resources

4. **Explain** the interconnection between food waste and climate change.
5. Why is there more food wasted by retailers and in homes in developed countries than in developing countries?

Apply your understanding

Interpreting and analysing geographical data and information

6. **Summarise** why food waste is a global problem.
7. **Investigate FIGURE 7.**
   Which regions of the world waste the greatest amount of food in the production-to-retailing and consumer sectors? Refer to data in your answer.

Concluding and decision-making

8. **Consider** South Korea's and Australia's plans to reduce food waste.
   - a. In table form, use a dot-point summary to compare the strengths and weaknesses of each plan.
   - b. Which of the two plans do you think will be the most effective and why?
9. Goal 12 of the United Nations Sustainable Development Goals aims to 'by 2030, halve per capita global food waste at the retail and consumer levels and reduce food loses along production and supply chains'. **Explain** whether you think this is possible. **Justify** your reasons.
10. Many Australian cities have large housing estates on their outskirts. This land was often used for market gardens or farmland. **Clarify** what impact the loss of this productive land might have on the price of food.

LESSON
10.8 How do First Nations Australians use and alter biomes for food production?

LEARNING INTENTION

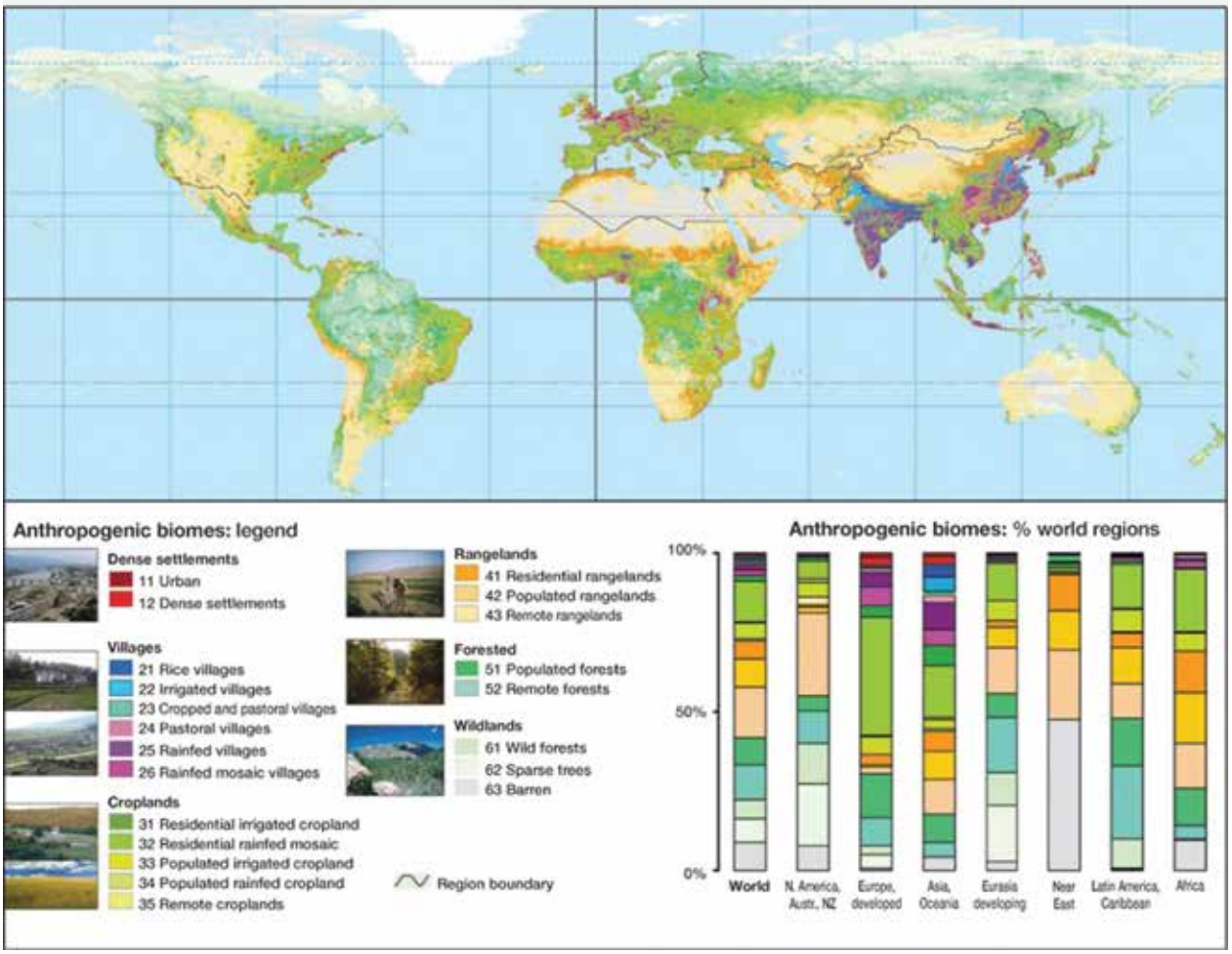
By the end of this lesson you should be able to explain how First Nations Australians manage the land and discuss how First Nations Australians use traditional methods to ensure food security.

TUNE IN

Analyse **FIGURE 1** to explore the different settlements, the use of biomes and the link between biome use and food production.

1. Which region has the most urban and densely populated settlements?
2. What do you notice about the use of biomes in the Asia, Oceania region?
3. What impact do you think this use of biomes has on food production?

FIGURE 1 Anthropogenic biomes around the world



10.8.1 First Nations Australians and land care

Prior to European colonisation, the First Nations Peoples of Australia used a complex system of land management to plan and predict plant growth. With this system they were able to attract animals for hunting. First Nations Australians used land-management techniques that worked with the environment to sustainably manage Country.

One way that First Nations Australians maintained the land, and make it productive, is through fire management. Communities used fire to create vast grasslands that, in turn, attracted kangaroos, which were then hunted for food. The use of traditional fire burning also led to a growth of biodiversity in the area. The burning encouraged the regeneration of plants for food, cooking and warmth, thus lessening the impact and danger of wild bushfires. Today, First Nations Australians continue to use traditional land-management techniques, such as fire burning.

10.8.2 First Nations Australian farming

First Nations Australians were efficient and effective farmers. Using traditional methods, they grew crops of yam daisy, grain, macadamia nut, fruits and berries.

Sustainability is a key driver for First Nations Australians. The land is their family, and they don't want to deprive it of its limited resources. To that end, First Nations Australian farmers only took what they needed and spent a great deal of time cultivating the land to ensure that what was taken could regrow.

Some of the common food farmed by First Nations Australians were:

- fruits such as figs, lily pillies, quandong, bush apples and plums
- bush potatoes and yams, the bulbs of water lilies
- insects, such as witchetty grubs and green ants
- birds, such as emus, jabirus, budgies.

Farming by First Nations Australians was centred on the use of controlled fire to clear undergrowth, thin forests of trees and open clearings. And much like today's farmers, they distributed seeds and plant communities. The reason was two-fold: to provide feed for animals and shelter.

CASE STUDY: Anthropogenic biomes — The Budj Bim Cultural Landscape

In 2019, the Budj Bim Cultural Landscape near Portland, in southwest Victoria, was added to the UNESCO World Heritage List. The Budj Bim Cultural Landscape is the on the land of the Gunditjmara people and is an example of an **anthropogenic biome**. That is, a biome that has been altered by human beings.

FIGURE 2 A map of the Tyrendarra Heritage Site

Source: Based on data from Natural Earth data. Map redrawn by Spatial Vision.

The UNESCO site lists the Budj Bim Cultural Landscape as having one of the world's most extensive and oldest aquaculture systems. A series of dams, weirs and channels were developed by the Gunditjmara people over 6000 years to trap, store and harvest kooyang (eels).

To capture the eels, the Gunditjmara people constructed eel traps out of the local reeds and then placed them between the stone channels. The eels would then swim up the channels in low tide and get trapped. Gunditjmara people would smoke the eels and either eat them, store them or trade them with neighbouring clans.

FIGURE 3 Budj Bim senior ranger Greg Shelton carrying an eel trap

The Budj Bim Cultural Landscape is an example of the First Nations Australians managing and cultivating the biomes of their Country to secure their food supply. Over 100 square kilometres of constructed, modified land has been mapped, including a network of channels and connected wetlands. For more information on this sacred site and to learn more about how the Gunditjmara people managed their Country, use the weblinks in your Resources panel.

10.8 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

First Nations Australians altered the biomes of Country so they could live sustainably and show care and respect for the land and environment.

1. Working in pairs or small groups, **investigate** how First Nations Australians altered biomes (such as the Budj Bim Cultural Landscape) for food, fibres and production.
2. How did these changes affect the environment?
3. Report your findings as a website (using website builders such as Weebly or Google Sites). You will need to include maps and images of how the landscape was changed, and any potential environmental consequences.

on Resources

Weblinks The Budj Bim Cultural Landscape
UNESCO Budj Bim Cultural Landscape Listing
The detective work behind the Budj Bim eel trap

10.8 Exercise

learnon

10.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 4	1, 5	6, 7, 8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. In what year was the Budj Bim Cultural Landscape added to the UNESCO World Heritage List?
   - **A.** 2022
   - **B.** 2004
   - **C.** 2019

2. First Nations Australians used controlled burning to attract sources of food and to safely manage the land. True or false?
3. Some of the common foods farmed by First Nations Australians were:
   - **A.** witchetty grubs.
   - **B.** kangaroos.
   - **C.** emus.
   - **D.** bush apples.
   - **E.** All of the above.
4. An _____ biome is a biome that has been altered by human beings.
5. How is the Budj Bim Cultural Landscape an example of an anthropogenic biome?

Apply your understanding

Communicating

6. **Describe** how fire was used in First Nations Australian farming.
7. **Explain** how the fire-management techniques of First Nations Australians can be applied to today's land management.

Concluding and decision-making

8. **Summarise** why sustainability was a key driver for First Nations Australian farmers.
9. **Discuss** why the Budj Bim Cultural Landscape was added to the UNESCO World Heritage List.
10. **Reflect** on **FIGURE 2** in lesson 10.7. Based on what you have learnt about the way First Nations Australians use and alter biomes for food production, what strategies are being used to improve food production?

LESSON
10.9 INQUIRY: Famine crisis report

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of food security in relation to famine crises.

Background

While many countries across the globe face food insecurity, it is rare for a country or region to be officially declared in famine, the worst form of food insecurity. By definition, a famine is an extreme crisis of access to adequate food, resulting in widespread malnutrition and loss of life due to starvation and infectious diseases. While the number of famines is on the decline, the twentieth century saw more than 70 million people die from famine across the globe.

There are three key indicators that the United Nations uses to identify and declare a famine:

1. Twenty per cent of the population experiences an acute shortage of food, eating only small amounts of one or two of the twelve food groups (usually grains) and cannot access four litres of safe water per person per day.
2. More than 30 per cent of children are acutely malnourished.
3. Within the community, two adults or four children out of every 10 000 are dying of malnutrition and disease each day.

People who are experiencing famine have lost the means of earning an income and have few, if any, resources to sustain themselves. In general, there is no one cause of famine; rather, it is a series of overlapping factors including climate extremes, crop failures, poor governance and, most importantly, conflict. Conflicts, such as civil wars, can prevent people from producing food, create large-scale movement of people fleeing the fighting and prevent aid from reaching people. Often governments do not have the resources, planning or will to deal with the issue and international assistance is needed.

Your inquiry task

Conduct **research** into and prepare a report explaining the situation in relation to a famine crisis. This could be a current famine, or one that has occurred in recent years. Your research report should allow you to fully **explain** the famine situation to the UN, and help them to formulate a response.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching using geographical methods

- What are the factors contributing to the famine?
  - **Describe** the factors that have caused the famine, and if possible, which factors were particularly important.
- What are the impacts of this famine?
  - **Describe** the impacts of the famine. Try to **identify** what might be short-term and long-term impacts of the famine.
- What are the responses to the famine?
  - In your research try to find what is being done about the famine. You can look at this at the national scale and the international scale.

Step 2: Interpreting and analysing geographical data and information

Create a table that describes three different types of responses to famine in general. You might need to look at other recent famines and how they were dealt with or **investigate** what steps organisations such as World Vision take in assisting people experiencing famine. For each response **suggest** possible advantages and disadvantages.

Step 3: Concluding and decision-making

- From your study, **suggest** ways that the UN can assist the people and country experiencing the famine. For ideas, you may wish to research how the UN has responded to famines in the past. As you are the expert, recommend how you think the country could improve its food security in the future.
- Prioritise the top two or three actions the country should take and **justify** their importance.
- What is likely to happen over the next few years as the country recovers from the famine? You might be able to **predict** different scenarios.

Step 4: Communicating

Your report and presentation to the UN should include:

- a brief snapshot of the country, including details of population, life expectancy, GDP, and one or two other relevant features
- a location map that shows that region/country suffering from the famine
- data on the number of people affected, death rates and other relevant statistics
- details of the short-term and long-term impacts of the famine
- a table that **describes** three different types of responses to famine in general, and that **suggests** possible advantages and disadvantages of each response
- a recommendation about how the UN can assist the people and the country experiencing the famine, and how the country can improve its food security in the future
- a reference list detailing your information sources

You may wish to prepare a PowerPoint presentation to present key aspects of your research and your recommendations.

Complete your self-assessment using the **Inquiry rubric** or access the 10.9 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39693)

LESSON
10.10 Investigating topographic maps — Lake Victoria as a food source

LEARNING INTENTION

By the end of this lesson you will be able to locate and describe the features of the Lake Victoria area from a topographic map, and discuss how changes to the environment might affect food production in the area.

10.10.1 Lake Victoria

Lake Victoria, with a surface area of 68 800 km^2, is Africa's largest freshwater lake and a source of water for the Nile River. The lake supports a population of over 30 million people in east Africa through fishing, agriculture, local industry, forestry, hydro-electric power, transport and tourism.

Lake Victoria is shared by Uganda, Kenya and Tanzania, and its catchment area includes Rwanda and Burundi.

High levels of hunger exist within the densely populated communities (see **FIGURE 1**) that live around Lake Victoria. Crops grown within the river catchment include beans, coffee, cotton, maize, sisal (a fibrous plant used for making rope), sugarcane and tobacco.

The lake also supports a productive fishing industry (**FIGURE 2**); however, fish stocks in recent years have declined due to overfishing and increased environmental pressures. Invasive weeds, such as the water hyacinth, have contributed to a decline in fish stock, increased the incidence of waterborne diseases, reduced water quality and increased turbidity.

FIGURE 1 Densely populated areas along the shores of Lake Victoria

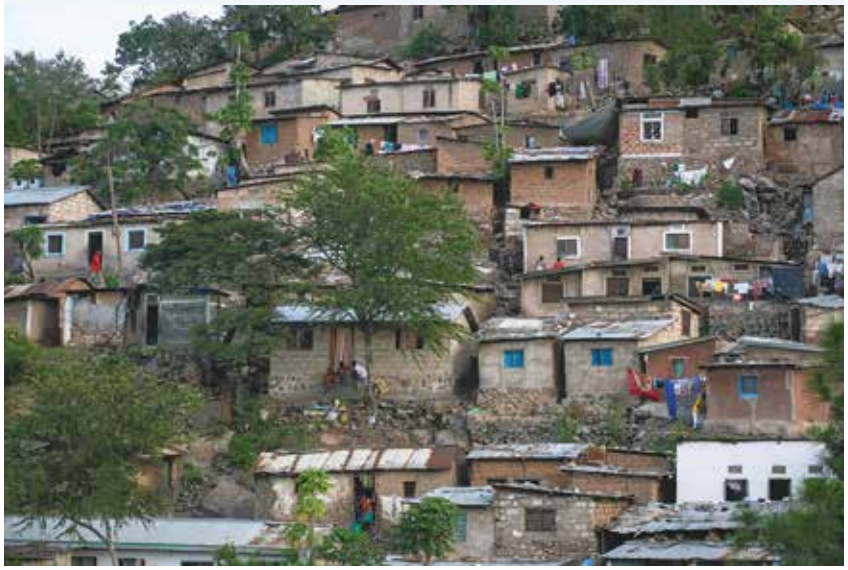

FIGURE 2 Fishermen carrying their catch from Lake Victoria onshore

int-8644

FIGURE 3 Topographic map extract, of Lake Victoria

Source: Map data © OpenStreetMap contributors, https://openstreetmap.org. Data is available under the Open Database Licence, https://opendatacommons.org/licenses/odbl/; elevation data sourced from USGS. Map drawn by Spatial Vision.

Resources

eWorkbook	Investigating topographic maps — Lake Victoria as a food source (ewbk-10628)
Digital document	Topographic map of Lake Victoria (doc-36318)
Video eLesson	Investigating topographic maps — Lake Victoria as a food source — Key concepts (eles-6117)
Google Earth	Lake Victoria

SkillBuilders to support skill development

- 8.6 SkillBuilder: Describing patterns and correlations on a topographic map
- 8.8 SkillBuilder: Constructing and describing a transect on a topographic map

10.10 Exercise

learnon

10.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2	4, 6	3, 5

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- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

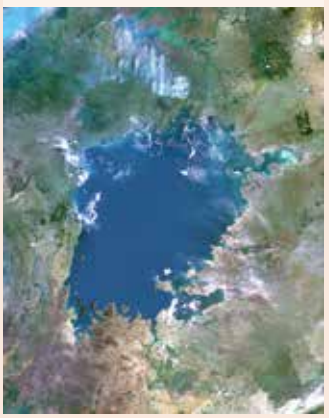
Refer to **FIGURE 3** to answer the following questions.

1. List the names of each of the countries that share the edge of Lake Victoria.
2. Which country is to the east of Lake Victoria?
3. How many kilometres would a plane travel on a trip from Entebbe airport to Mwanza airport, then to Kisumu airport, before a return trip to Entebbe?

Apply your understanding

4. **Explain** the factors that lead to the high levels of hunger in the communities around Lake Victoria. In your explanation, outline whether the factor could be considered political, economic, environmental or social/cultural.
5. What impacts are humans likely to be having on the water quality of Lake Victoria? Predict whether and how the water quality will change in the next 50 years.
6. Refer to **FIGURE 3**. Propose one strategy that would help the three countries in which Lake Victoria is located to manage the resources in the lake equitably.

FIGURE 4 True colour satellite image, Lake Victoria, Africa



LESSON
10.11 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

10.11.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

10.2 What is global food security?

- Food security means having a sufficiently healthy and reliable daily diet.
- The proportion of people who have food security is not distributed evenly around the world.
- People who do not have food security suffer from illnesses and a shorter life expectancy.
- There are several interconnected reasons for global food insecurity.

10.3 What was the impact of land loss on food security?

- The global loss of productive land essentially comes from land degradation and/or competition from other land uses.
- The main types of land degradation are erosion, salinity, desertification, pest invasion and loss of biodiversity.
- Fertile farmland is often converted to urban land as cities expand.
- Many countries now aim to improve their food security by investing in land and agricultural businesses in other countries, but there can be social, economic and environmental impacts.

10.4 How does access to water supplies impact food security?

- To provide a growing world population with food security there needs to be water security as well; both quantity and quality are important.
- There is an interconnection between increasing demand for water, population growth and climate change predictions.
- A number of economic, political and social factors contribute to growing water shortages.

10.5 What challenges does climate change pose for food security?

- Climate change will create both positive and negative impacts on the environment, societies, food production and food security.
- Farming in many places of the world will benefit from changes in climatic patterns while other places may suffer from changed climate conditions.
- People living in countries that are ill equipped to cope with changing climatic conditions run the risk of food insecurity and the possibility of becoming environmental refugees.

10.6 How will we feed the future?

- One in nine people on Earth do not have enough to eat, while around a quarter of the population is overweight.
- Hunger kills more people each year than disease.
- The distribution of the world's arable land is uneven, and the fastest-growing parts of the world do not have enough land to grow sufficient food for this expanding population.
- Seventy per cent of the world's poorest people live in rural areas where trade is limited.
- Improving roads and other infrastructure would improve opportunities for trade.
- As urban areas grow, the amount of available arable land decreases.

- Farming yields are affected by a variety of factors, such as access to water, length of growing season, climate, soil types, access to finance and markets, impacts of insects and diseases, funds allocated to agricultural research, government regulations and policies, and the impact of weather events such as floods, storms and drought.
- Better use of current farming areas, better use of technology and more efficient methods of farming will improve food production.

10.7 How do we improve food production and distribution?

- Strategies to improve food production include reducing the yield gap, developing genetically modified (GM) crops, expanding aquaculture, improving infrastructure, and developing sustainable intensification of cropping.
- There are some concerns over the use of GM crops, including health risks and loss of seed variety.
- In Australia, there is an experimental greenhouse farming facility in Port Augusta, which produces fresh vegetables; other developing technologies are also being tested for their application in improving efficiency in agricultural production.
- Norway is developing innovative new technology and approaches to improve its food production capability and make it more sustainable.
- There is sufficient food being produced to feed the world's population. However, it is unevenly distributed, unaffordable and wasted.
- Food wastage occurs everywhere, but more is wasted in developed countries, especially in the retail and home sectors.
- Several different countries, including Australia, are trialling new methods to reduce food waste.

10.8 How do First Nations Australians use and alter biomes for food production?

- First Nations Australians use a complex system of farming and land-management techniques.
- First Nations Australians used fire to create productive farms.
- The Budj Bim Cultural Landscape is an example of an anthropogenic biome.

10.9 INQUIRY: Famine crisis report

- While the number of famines is on the decline, the twentieth century saw more than 70 million people die from famine across the globe.

10.10 Investigating topographic maps — Lake Victoria as a food source

- The lake supports a population of over 30 million people in east Africa through fishing, agriculture, local industry, forestry, hydro-electric power, transport and tourism.
- Lake Victoria is shared by Uganda, Kenya and Tanzania, and its catchment area includes Rwanda and Burundi.

10.11.2 Key terms

anthropogenic resulting from human activity (man-made)
aquifer a body of permeable rock below the Earth's surface, which contains water, known as groundwater
arable describes land that can be used for growing crops
desertification the transformation of arable land into desert, which can result from climate change or from human practices such as deforestation and overgrazing
environmental refugees people who are forced to flee their home region due to environmental changes (such as drought, desertification, sea-level rise or monsoons) that affect their wellbeing or livelihood
genetically modified describes seeds, crops or foods whose DNA has been altered by genetic engineering techniques
indicators things that provide a pointer, especially to a trend
jatropha any plant of the genus *Jatropha*, but especially *Jatropha curcas*, which is used as a biofuel
malnourished describes someone who is not getting the right amount of the vitamins, minerals and other nutrients to maintain healthy tissues and organ function
marginal land describes agricultural land that is on the margin of cultivated zones and is at the lower limits of being arable
potable drinkable; safe to drink

undernourished describes someone who is not getting enough calories in their diet; that is, not enough to eat

water stress situation that occurs when water demand exceeds the amount available or when poor quality restricts its use

Western-style diet eating pattern common in developed countries, with high amounts of red meat, sugar, high-fat foods, refined grains, dairy products, high-sugar drinks and processed foods

yield gap the gap between a certain crop's average yield and its maximum potential yield

10.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How do we protect the world's food security for today and tomorrow?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-10627)
Reflection (ewbk-10629)
Crossword (ewbk-10630)

Interactivity Food security crossword (int-8249)

10.11 Review exercise

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Multiple choice

1. Which of the following statements are true about food security?
   - A. Food security means having a sufficiently healthy and reliable daily diet.
   - B. The proportion of people who have food security is not distributed evenly around the world.
   - C. People who do not have food security suffer from illnesses and a shorter life expectancy.
   - D. All of the above.
2. Which of the following is one way that governments can attempt to prevent food shortages?
   - A. Stockpiling food when production is high
   - B. Charging people less for food
   - C. Preventing imports to their country
   - D. Refusing to accept food aid
3. What is the interconnection between urbanisation and food security?
   - A. As cities expand, more food is produced in their suburbs.
   - B. As cities expand, they tend to invade surrounding food-producing areas.
   - C. Smaller cities lead to a larger crop yield.
   - D. Big cities have wealthy populations who are food secure.
4. How might foreign owners benefit from owning farmland in Australia?
   - A. Financial gain
   - B. Food production
   - C. Improved food security
   - D. All of the above
5. a. Which type of cropland is predicted to be the most changed by a 1-metre rise in sea level in Asia?
      - A. Groundnut
      - B. Oilseed
      - C. Maize
      - D. Wheat
      - E. Rice

   b. From the options below, select the three countries that will be most at risk of losing cropland.
      - A. China
      - B. Bangladesh
      - C. Vietnam
      - D. India
      - E. Myanmar
      - F. Thailand
      - G. Indonesia

6. Which of the following would be a positive factor affecting the world's ability to produce enough food to feed everyone sustainably by 2050?
   - **A.** There will be a growing population at a world scale and increasing populations in some regions so food supply will not meet demand.
   - **B.** Transporting crops and food will become difficult and expensive as petrol and transport costs increase.
   - **C.** Changing climatic conditions will have altered growing regions for some crops.
   - **D.** Technology will allow previously unusable land to be used for agriculture.
   - **E.** There may be a shortage of water and the difficulty of irrigation in areas where climate conditions have changed.
   - **F.** There may be a growing appetite for meat as economies become more developed.
7. Identify the reasons for supplying food aid for Cambodia.
   - **A.** Life expectancy is lower in Cambodia than in Australia.
   - **B.** It is much warmer in Cambodia and food perishes faster.
   - **C.** Literacy rates are lower in Cambodia than in Australia.
   - **D.** Under-5 mortality rates are higher in Cambodia than in Australia.
8. Which three water-stressed places of Australia might be able to sustainably use greenhouse food production?
   - **A.** Places with irregular rainfall such as inland Australia
   - **B.** Coastal regions not previously opened up to agriculture
   - **C.** Coastal areas with low rainfall
   - **D.** Inland areas with salty groundwater
9. **a.** Which of the following food categories provided the largest average calorie intake (per person per day) across the globe in 2009?
   - **A.** Grains
   - **B.** Meat
   - **C.** Vegetables
   - **D.** Fruits

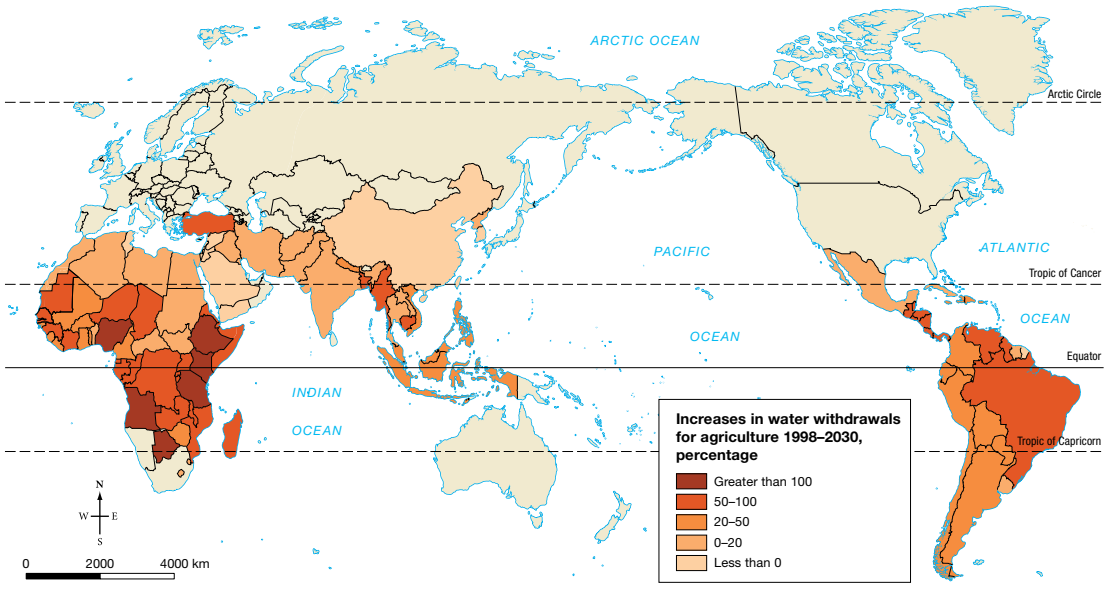
   b. Which of the following food types is expected to decrease in consumption in developing countries between 1999 and 2030?
   - **A.** Wheat
   - **B.** Rice
   - **C.** Vegetable oils
   - **D.** Sugar
10. Which of the following statements is true?
    - **A.** The yield gap between developed and developing nations is small.
    - **B.** Developed countries have the best chance of increasing gap yield as opposed to developing nations.
    - **C.** China could increase the gap yield if they had access to disease-free strains of potatoes.
    - **D.** None of the above.

Short answer

Communicating

11. Study the information in **FIGURE 1** shown below.

FIGURE 1 Predicted increases in water use for agriculture 1998–2030



Source: Map drawn by Spatial Vision.

Describe the distribution pattern of countries that are predicted to withdraw over 100 per cent more water in the years to 2030.

Suggest a reason why Australia, the United States and countries in Europe are not in this category.

12. Refer to **FIGURE 3** in section 10.3.1. The original land use for this location was tropical rainforest.

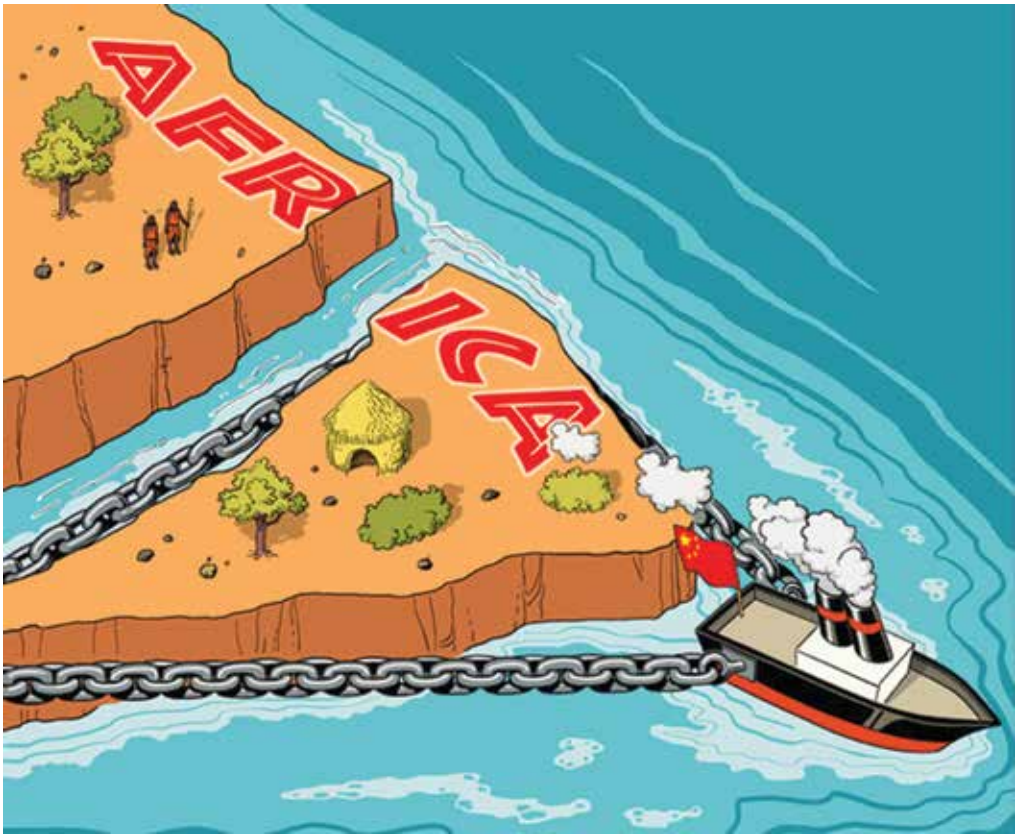
a. Why might this area have been cleared?

b. Is this a suitable landscape for such extensive clearing? **Explain** your answer.

13. **Predict** what might happen to some of the 53 000 people living independently in Australia if Meals on Wheels could not deliver meals to them.

14. Some countries, such as China, Saudi Arabia and South Korea, which cannot produce enough food for their needs, are buying agricultural land in other countries. **Discuss** the advantages and disadvantages of this scheme.

15. What is the cartoon below trying to tell us? **Summarise** the point of view about land grabs that is being expressed in this cartoon.



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11 Connecting with our places

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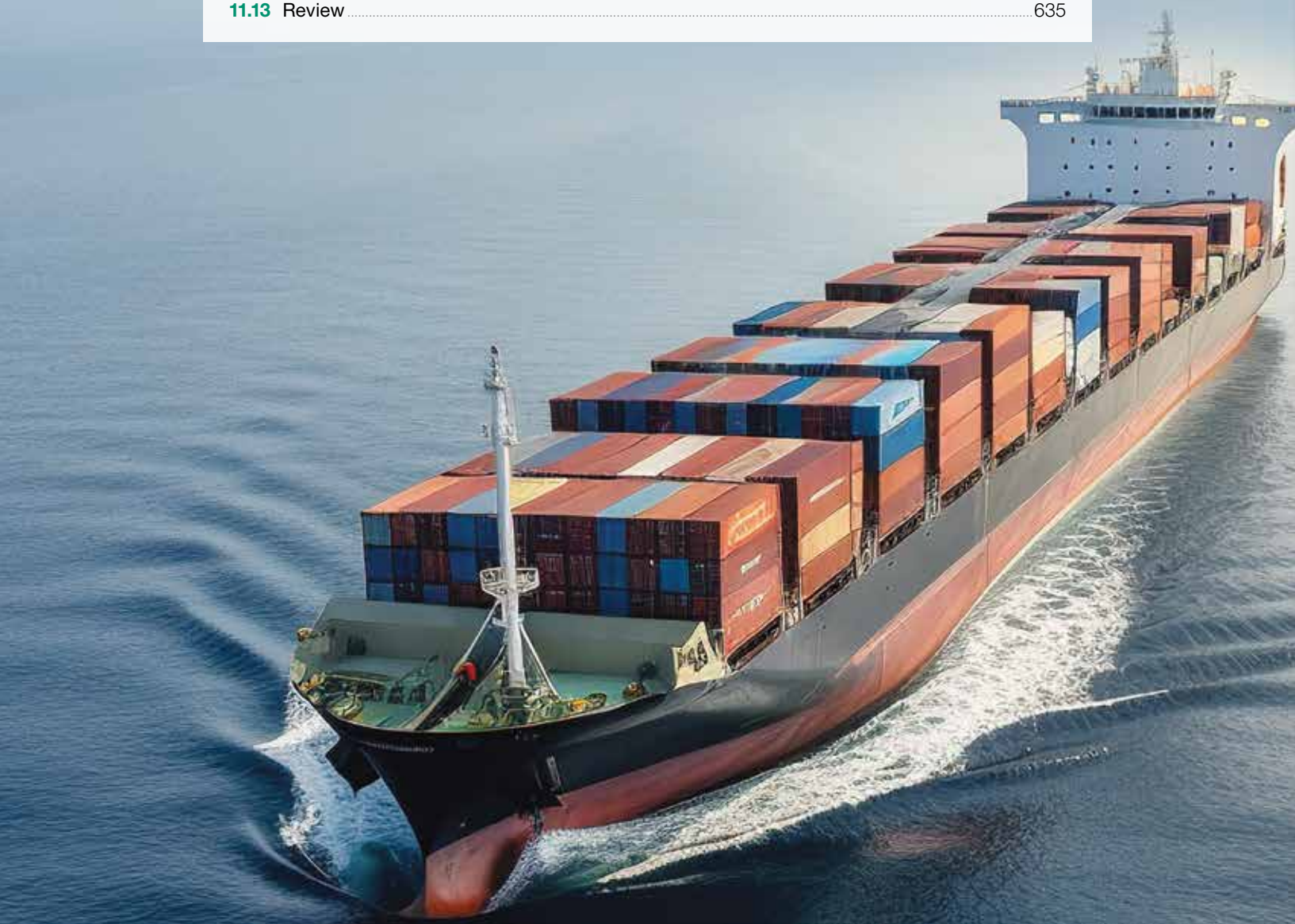

LESSON
11.1 Overview

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Exciting or dull, familiar or strange? How can the same place look and feel different for each person?

11.1.1 Introduction

The way we interact with places is dynamic: we change places and places change us. In a world of eight billion people, we have many different perceptions of what a place is like, how it is used and how it could be improved.

People's **perceptions** of places are rarely the same. A person's view of a particular place or region is coloured by their own culture, experiences and values. The characteristics and significance of a place will be viewed differently by each individual.

FIGURE 1 Rock art is part of the history and tradition of the place in which it is found. Here Willie Gordon, a Nugal-warra Elder, explains the painting found in Cooktown, Queensland.

The biggest influences on the way we perceive places are age, gender, class, language, **ethnicity**, race, religion and values. How important a place is to us may be determined by whether we feel that place belongs to us or not, whether it is part of our tradition or history, or whether the place is totally unfamiliar.

More people are on the move, too. Their journeys may be on foot or by plane as they visit and interact with new places. With rapid developments in technology, some of those places may be imagined. What do our connections look like today, and how will they change tomorrow?

perception the process by which people translate sensory input into a view of the world around them

ethnicity cultural factors such as nationality, culture, ancestry, language and beliefs

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10632)

Video eLesson Making connections (eles-1722)

LESSON
11.2 How do perceptions of land vary?

LEARNING INTENTION

By the end of this lesson you should be able to give examples of peoples from around the world who are closely connected to the land and explain why their way of life may be under threat from modern ways of living.

TUNE IN

Different people have different perceptions and, therefore, connections with the land.

FIGURE 1 Inuit hunter

1. Why would this environment be challenging for the people who live in the Arctic region?
2. What type of food sources do you think the Inuit people could access through their connection with the land and the sea?

11.2.1 Why is a connection with the land so important?

Land means different things to different people. A farmer sees land as a means of production and a source of income. A conservationist sees land as a priceless natural resource that must be protected. A property developer sees it as an area that can be divided, built upon and sold for a profit.

In today's world there are many First Nations Peoples still very closely connected to the biophysical elements of the land through their nomadic hunting and gathering, or forest gardening. However, modern technology and contact with developed nations' ways of life have had significant impacts on their livelihoods. These people practise what is called traditional subsistence agriculture and may also have access to local markets to buy and exchange food and goods. The practices have minimum impact on the environment and hence are highly sustainable ways of living.

Some of the peoples of the world that are still involved with traditional cultural practices closely connected with the land include the San (or Kalahari Bushmen) in southern Africa; Huli of Paua New Guinea; Maasai in Kenya; Berbers in north Africa; Sami of Scandinavia; Uyghurs in China; Ainu in Japan; Inuit in Greenland and Alaska; and Yanomami in the Amazon Basin.

FIGURE 2 Maasai

FIGURE 3 Sami

FIGURE 4 San peoples, also known as the Kalahari Bushmen

FIGURE 5 Uyghurs

FIGURE 6 Ainu

11.2.2 Hunters and gatherers: the San

Today, about 50 000 San people (or Kalahari Bushmen) live in the Kalahari Desert in southern Africa. Approximately 6 per cent still live in the traditional way. Traditionally **nomadic** San people travel in small family groups, roaming over regions of up to 1000 square kilometres. They have no pack animals, and carry few possessions — only spears, bows and arrows, bowls and water bags. The San people's clothes are made from animal skins. When needed, they construct dome-shaped shelters of sticks that are thatched with grass. The San people are experts at finding water and tracking animals. The men hunt antelope and wildebeest, while the women hunt small game such as lizards, frogs and tortoises, and gather roots, berries and grubs.

FIGURE 7 A San tribesman teaches his son how to use a bow and arrow

11.2.3 Nomadic herders: the Bedouin

Bedouin people are nomads who live mainly in Syria, Iraq, Jordan, the countries of the Arabian Peninsula, and the Sahara. Some groups are camel herders who live in the inner desert regions. Others herd sheep and goats on the desert fringes, where more water is available. Unless Bedouin communities find a good piece of grazing land, they rarely stay in one place longer than a week.

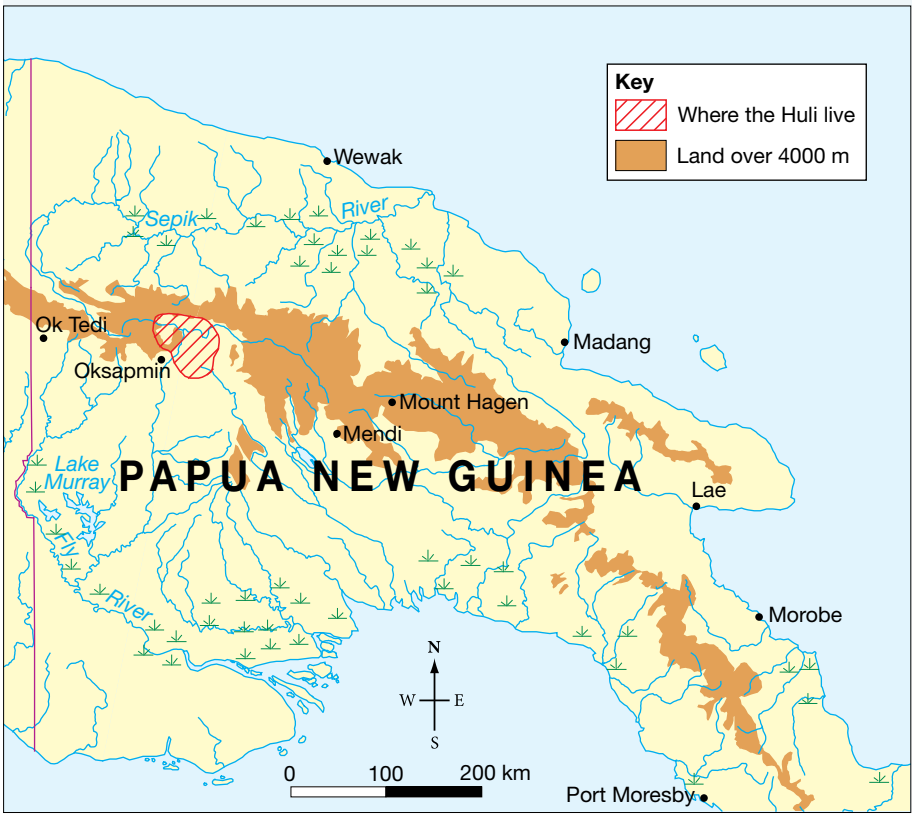
FIGURE 8 A Bedouin camp in Saudi Arabia

11.2.4 Shifting agriculture: the Huli

The Huli people live in the rainforests of the Papua New Guinean highlands. Many still lead a traditional way of life closely connected to the land. The land on which they live has steep hillsides and dense rainforest.

The Huli people use a farming system known as shifting agriculture. This means that land is used for food production until its fertility declines. It is then abandoned until its fertility returns naturally. The Huli people clear a patch of rainforest and plant crops; it is the role of the women to tend these gardens. When the soil of the garden no longer produces good crops, a new patch of rainforest is cleared, leaving the old one to recover naturally.

FIGURE 9 A map showing Huli land, Papua New Guinea



Source: Map drawn by MAP graphics Pty Ltd, Brisbane.

FIGURE 10 Huli tribesman, Papua New Guinea

11.2 SKILL ACTIVITY: Concluding and decision-making, Communicating

1. With your class, make a list of the places or landmarks in your community that you use on a regular basis.
2. Each student should rate the importance of each on a scale of 1 to 3, with 3 being the most important.
3. Collate the data to find out which places are most and least important to your class.
4. **Analyse** whether the results are as you expected.
5. Do they match your own perceptions of how important places are, or do you have a different view from your classmates?
6. **Explain** why there might be similarities or differences.

11.2 Exercise

learnon

11.2 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 7, 8	5, 6, 9, 10

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Extensive agriculture is an example of traditional food production.
   b. There are no remaining peoples still involved with traditional cultural practices closely connected with the land.
2. The Bedouin people live in the countries of the Arabian Peninsula and the Sahara. These include
   A. Iraq.
   B. Syria.
   C. Jordan.
   D. All of the above.
3. Factors that may influence our perception of place include
   A. culture.
   B. experiences.
   C. values.
   D. All of the above.
4. From the list in question 3, **identify** which factor you think is the most influential. Why?
5. **Discuss** what land means to you. Think about where you live or where you come from to help describe the interconnection you have with land.
6. **Discuss** the main responsibilities a community has to protect Country.
7. **Distinguish** which of the following is *not* true about being a custodian of the land.
   A. A custodian cares for the land without actually owning the land.
   B. A custodian is an owner of the land.
   C. The land will exist long after the person has gone.
   D. First Nations Australians view themselves as custodians of the land.

Apply your understanding

Communicating

8. The establishment of European colonies forced many people off their Country. **Consider** how this changed their relationship with the land.
9. **Discuss** why you think the opening of the federal Parliament is preceded by a 'Welcome to Country' ceremony.

Concluding and decision-making

10. a. In 2019 widening of the Western Highway near Ararat in Victoria was realigned to save two birthing trees. **Elaborate** why this can be seen as an important decision taken by the Major Road Projects Authority.
    b. In 2020, this decision was reversed. **Suggest** why this may have been the case and **justify** your response to this decision.

LESSON
11.3 How do we access places?

LEARNING INTENTION

By the end of this lesson you should be able to discuss and analyse the ways in which we are globally connected.

TUNE IN

Travelling around an area or region can take many forms, such as on foot, by car, bus, train, ferry or even aeroplane.

1. Why would people in Brisbane use a ferry to travel to a destination?
2. What forms of transport do you know about or have used to connect to places in your local area?

FIGURE 1 The Brisbane river can be travelled by ferries.

11.3.1 Connecting with public transport

Public transport provides a relatively low-cost way for people to interconnect with places, and can reduce traffic congestion and pollution. For students, it is often the only way to get around. Sometimes, however, it can seem like too much bother, perhaps because one service does not connect to another or because there are not enough services running, especially near your house. Public transport use is considerably higher in capital cities than in other parts of Australia, partly because cities have relatively large populations and better public transport **infrastructure**.

Our changing needs

With any population growth, governments at all levels must consider how they will meet changing transport needs. Technological developments have allowed us to make better decisions for our use of public transport. Many people now use the internet or an app to find the fastest way to get from A to B. Service quality, frequency and infrastructure are generally the biggest concerns in the provision of a public transport system. However, the affordability of public transport is equally important, because many people depend upon public transport to access jobs, services, education and recreation.

Different forms of public transport have different uses

Trains move large numbers of people over long distances at high speed in and out of the central business district (CBD). Greater traveller access is created by routes winding across the city; the fewer stops made by trains and the speed at which they can cover distance increases travellers' ability to connect with places. Ferries serve a similar purpose, in terms of alleviating traffic on roads, taking commuters directly to places that can be accessed more easily by river or sea routes.

In Brisbane, the Brisbane City Council is responsible for sustainably developing Brisbane's transport network to cater for future needs. One of its most recent projects is the Brisbane Metro, which will improve access to the CBD.

infrastructure the facilities, services and installations needed for a society to function, such as transportation and communications systems, water pipes and power lines

FIGURE 2 Map of the Brisbane Metro

Source: Brisbane Metro | Brisbane City Council.

Buses provide access where trains and trams do not go and 'infill' access for people by using a range of road levels. Buses are the most flexible of the services; they are able to change routes as there is no fixed rail system involved. Buses, and to some extent trams, ferry people to and from train stations, adjusting timetables and reorganising routes to match the train network.

11.3.2 User perception of public transport

Conducted quarterly online, the Transport Opinion Survey gathers the views on public transport of 1000 adult Australians. In September 2021, 24 per cent of those surveyed said public transport was a top priority. Only 17 per cent of those surveyed thought Australia's transport systems would be better within a year; just 16 per cent felt that local public transport would be improved within a year; and 35 per cent of those surveyed

thought the transport system they were using would be better in five years' time. The perceptions that people have about public transport influence how they use it. Factors that influence this perception include:

- weather conditions
- uncertainty about when the next bus or train will arrive
- familiarity with the journey.

Given that travellers tend to consider non-vehicle travel time (walking, waiting, transferring) to be more difficult than in-vehicle travel time, this has consequences when trying to attract people to public transport. If people think their travel time by car is 60 minutes, they perceive their travel time by public transport for that same trip to be almost double: 117 minutes.

11.3.3 Active travel

Any transport that requires physical activity, such as cycling or walking, is called active travel. In the 2021 Census, of the 9.212 million Australians who commute, only 3.2 per cent participated in **active travel**. This is an area that the states and territories see as an opportunity to not only reduce carbon footprints, but also to improve liveability.

Perth is working to improve its rates of active travel through the design of more user-friendly bike paths (see **FIGURE 3**) that connect places through the city, while also encouraging people through the Department of Transport's Your Move program. Perth's bike paths and trails continue to grow in number, providing increased access to places, including dedicated cycling lanes on roads and extensive river and coastal cycling routes. Laws also changed in 2016 to allow people of all ages to cycle legally on the footpath.

Throughout Australia, there are various different programs that encourage active travel including bicycle and electric scooter (e-scooter) hire schemes. They encourage active travel by connecting central hubs throughout the CBD. The City of Adelaide has provided two e-scooter operators and one bike-share operator to operate within defined areas of the city and North Adelaide. To ride an e-scooter in the city and North Adelaide, you need to be at least 18 years old. Other cities, such as Melbourne and Brisbane, also have a system of e-scooter rentals. The choice to access places by public transport, active travel or vehicle keeps people connected and strengthens interconnection in a community.

active travel making journeys via physically active means, such as cycling or walking

FIGURE 3 Safe Active Street in Mount Hawthorn, Perth

The importance of walkability

Walkability provides a range of benefits to any community. People's health has been shown to improve if they walk on a regular basis. In particular, the risk of heart disease and diabetes is reduced. There is a reduced environmental impact with fewer cars on the road: feet produce zero per cent carbon dioxide emissions! Communities benefit when people have more time available for involvement in community activities. Up to 10 per cent of a person's time spent in a community activity is lost when a car is used for just 10 minutes of commuting. Families also benefit financially, because a car is often the second largest household expense, and housing prices can increase by 20 per cent when located in places with a high walkability score. All of these factors work together to improve the perception of places and increase the interconnections between people and services.

FIGURE 4 The components of the '20-minute neighbourhood' concept

11.3.4 Walking to connect — the '20-minute neighbourhood'

Urban planners around the world are focusing on human wellbeing as a key to the structure of new suburbs and revitalisation of existing suburbs. People's perceptions of what will make 'life good' and what makes a 'good place' to live in are being taken into account. Being connected, to other places and people, is a high priority.

The concept of the '20-minute neighbourhood' is being implemented in some parts of Australia. For example, the creation of 20-minute neighbourhoods is central to one of the objects in 'Plan Melbourne 2017–2050' – a development plan to manage population growth, sustainability and liveability.

As **FIGURE 4** shows, the '20-minute neighbourhood' is about improving the liveability of a place. This means being able to walk around your neighbourhood and within 20 minutes being able to access your daily needs — for example, transport, a medical clinic and primary schools. Factors that make a good neighbourhood walkable are:

- *a centre* — either as a street or public space
- *mixed income and mixed use* — a range of housing types
- *people* — enough people for businesses to be successful and for public transport frequency
- *parks and public space* — for people to gather and to play
- *pedestrian design* — foot access (cars parked off street)
- *complete streets* — suited to bicycles and walking, and allowing easy movement across the place
- *schools and workplaces* — close enough to walk.

Resources

Interactivity Off the rails (int-3333)

Weblink Your Move — Western Australian Department of Transport

11.3 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

1. **Select** a location on the other side of town or somewhere in your region.
2. Using a rail, ferry, bus or other public transport provider website, or an online mapping site that provides real-time traffic data, find out how long it would take you to travel from your school or home to this point on:
   a. Monday morning at 9 am
   b. Sunday evening at 6 pm.
3. How much, if any, of each trip is not covered by public transport?
4. **Suggest** how you might practically fill the gaps if you had to make this trip (e.g. walk, cycle, car).
5. What did you notice about the travel times?
   a. Were they different?
   b. Why do you think this is?
6. **Create** a map of your journey, using an appropriate key, to show rail, bus and other modes of transport used.

11.3 Exercise

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11.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5	6, 7, 8

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Check your understanding

1. Determine whether the following statements are true or false.
   a. Public transport is perceived by governments as being very important because it is relatively low-cost and can reduce traffic congestion and pollution.
   b. The 20-minute neighbourhood is designed to improve traffic flow.
2. Determine whether the following statements are true or false.
   a. Active travel is any transport that requires physical activity.
   b. Active transport is used by a high amount of commuters.
3. One of the most significant aspects of public transport is the interconnection between the different forms of transport. The perceptions that people have about public transport influences how they use it. Travellers consider non-vehicle travel time to be more difficult than in-vehicle travel time. Factors that influence this perception include:
   A. familiarity with the journey.
   B. weather conditions.
   C. uncertainty about when the next bus or train will arrive.
   D. all of the above.
4. **Summarise** how you perceive the quality of your public transport. **Describe** accessibility, timeliness, cleanliness, comfort, ticketing, safety, convenience and information about the service. **Explain** your answer.
5. Do you use public transport? Why or why not?
   a. **Explain** how interconnected the place in which you live is. **Describe** what types of public transport are available to you. What distances do you need to travel to reach a bus stop or a train station?
   b. What types of public transport are required for you to access your closest international airport?

Apply your understanding

Communicating

6. **Construct** an isoline map to show the distance of services from the CBD for your local area. Using the map, **describe** the level of interconnection that exists for this area.
7. **Predict** how the development of electric vehicles and Uber travel may change the way people interconnect.
8. In a paragraph response, **propose** ways that the transport interconnections can be improved in your local area and **justify** how they will boost the perception of place and the connection of people to services.

LESSON
11.4 INQUIRY: Designing a sustainable garden

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of environmentally sustainable gardens and spaces and how the needs of the students can be balanced with the needs of the environment.

Background

In this inquiry you have been commissioned by the school council to design a new student leisure area that is an environmentally friendly landscaped garden. The idea is that students will connect with this area and find it a pleasant place to spend recess or lunchtime breaks.

FIGURE 1 Example of sustainable garden beds

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Discuss the following:

1. What do you know about landscape gardening?
2. How can a sustainable landscaped leisure area be developed to suit student needs?

Step 1: Questioning and researching using geographical methods

Write your selected inquiry question based on the focus of this topic.

These inquiry questions are a guide for you to develop your own inquiry question:

- What are the causes and consequences of change in your school landscape and how can this change be managed?
- What are the future implications of changes to your school landscape?
- Why are interconnections and interdependencies important for the future of your school landscape?
- Conduct **research** into the different needs of students in terms of seating and outdoor leisure.
- Provide relevant data in table or graph form.
- Provide annotated images and maps to illustrate different aspects of your student leisure area.

Step 2: Interpreting and analysing geographical data and information

- **Create** a table which summarises the different needs that students have suggested.
- **Identify** any issues related to the concept of sustainability for your planned area.

Step 3: Concluding and decision-making

- **Conclude** your study with potential strategies to help protect and maintain the landscaped student leisure area.

Step 4: Communicating

- **Decide** how you will communicate your findings, whether it be in the form of a written report, multimedia presentation, poster or PowerPoint presentation.

Complete your self-assessment using the **Inquiry rubric** or access the 11.4 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39693)

LESSON
11.5 How is Australia connected globally through export and import trade?

LEARNING INTENTION

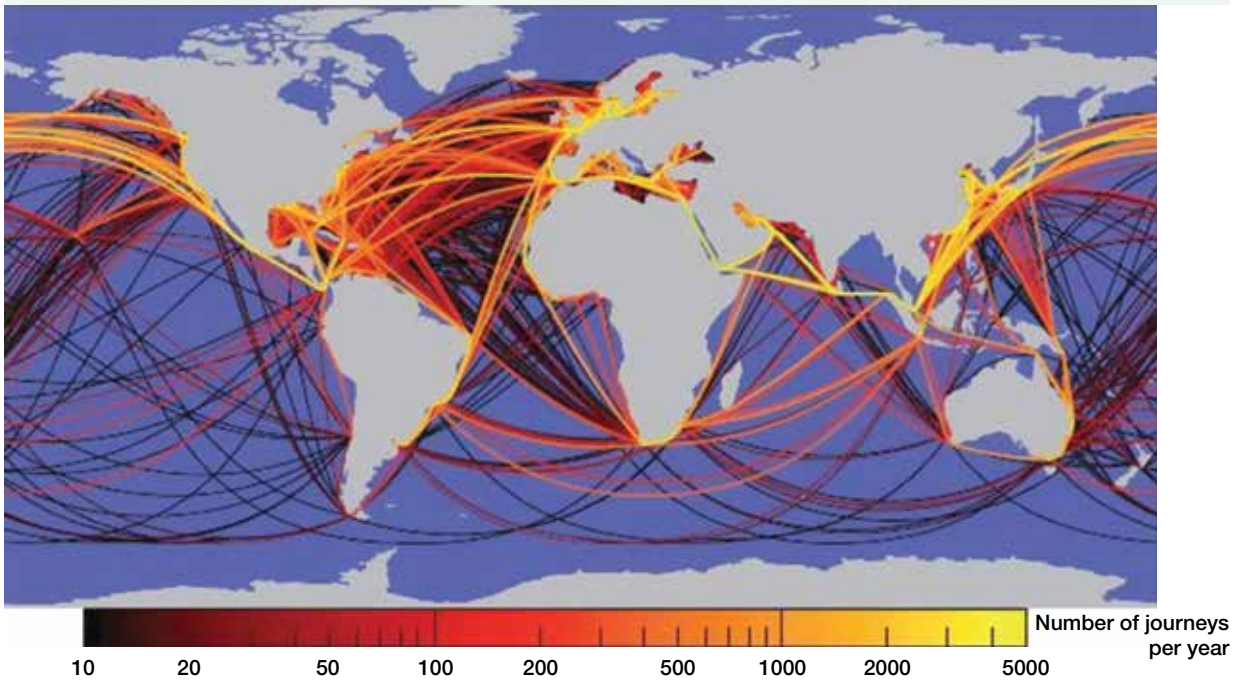
By the end of this lesson, you should be able to comment on and provide examples of interconnections through global trade in goods and services.

TUNE IN

We live in a world that is connected through many different forms of land, water and air transport that move essential goods and services.

1. Can you suggest reasons why the volume of cargo is so great between Europe and America?
2. Have you ever travelled by river or sea to a destination? If so, describe what you liked or disliked about the form of transport and the journey.

FIGURE 1 The density of major global cargo shipping routes



11.5.1 How connected are we?

Since the advent of mass transport, our world has been shrinking. We have the capability to be more connected than ever before thanks to waterways that have drawn distant places together with improved shipping access

and the cheaper, faster flights of the digital age. These developments have made travel far more accessible to more places and for more people than ever before.

11.5.2 How do maritime highways connect places?

Technological developments have seen the reduction in time for a ship to travel the world. In 2015, the upgraded Panama Canal, which links the Pacific Ocean and the Atlantic Ocean, opened its new, larger locks to accommodate the super ships now plying the oceans. A second Suez Canal lane opened in 2015 and the original canal was deepened to provide access from the Mediterranean Sea to the Red Sea and Indian Ocean. In March 2021, the Suez Canal was blocked for six days after the grounding of *Ever Given*, a 20 000 TEU container ship. The 400-metre-long vessel was buffeted by strong winds and ended up wedged across the waterway with its bow and stern stuck in the canal banks, blocking all traffic until it could be freed. The obstruction occurred south of the section of the canal that had two channels, so there was no way for other ships to bypass *Ever Given*. As one of the world's busiest trade routes, the canal obstruction had a significant negative impact on trade between Europe, Asia and the Middle East. On 28 March, at least 369 ships were queuing to pass through the canal. This prevented an estimated US$9.6 billion worth of trade. The Straits of Malacca provide access for about 33 per cent of all European container ships accessing East Asia in response to the demand for raw materials and commodities, in particular in China.

Australia is no longer a sailing time of six months from the United Kingdom, as it once was; with faster, bigger ships, the distance can be covered in about 33 days. Reduced travel times and reduced costs are a boon for the export of Australian agricultural produce and mining resources, and for the import of products to improve our wellbeing, such as bulky, manufactured goods. Reduced transport costs have benefited global trade (see **FIGURE 1**).

In 2019, cruise ship passenger numbers were around 30 million people, demonstrating the increasing popularity of this mode of travel. Cruise ships offered affordable holidays to a variety of places on each voyage. Cruise ships have grown much larger in size, with more berths and a greater range of on-board activities. These changes meant that access to places had never been easier. In 2020, the COVID-19 pandemic virtually shut down the entire global cruise industry.

11.5.3 How do we connect through the air?

In 2018, 4.3 billion people flew safely on 38.1 million flights for the purposes of business, tourism or reconnection with relatives. **FIGURE 2** shows how the long-haul aeroplanes, such as the Airbus A380 with its wide body and double-deck carrying capacity of 853 passengers, hub in and out of key airports, leaving smaller jets to distribute passengers across a country using smaller airstrips.

These large aeroplanes have reduced the time needed to access places; the Airbus 380 is able to travel to London from Melbourne in about 22 hours with one stop. Airlines are vying for technologically advanced aircraft such as the Dreamliner, which flies long haul, non-stop to London from Perth, Western Australia, in under 17 hours. Constant monitoring of the success levels of routes sees frequent adjustments to schedules and discounts offered on flights. Australians are able to

FIGURE 2 Flight patterns vary according to the time of day.

access the United States non-stop (Los Angeles, Dallas) with most flights less than A$1000 each way; these flights are often discounted heavily.

Air cargo flights also provide access for trade, delivering perishable items quickly around the world. The Netherlands trades about 50 per cent of all cut flowers moved around the world. Asparagus from Victoria is sent to Japan, Singapore, Hong Kong, South Korea and Taiwan; it arrives in Japan by air 30 hours after being harvested. Australia imports by air freight high-value 'just-in-time' manufacturing components such as computer and machinery parts. Online shopping can see an order placed in Melbourne via a US website, with the product air-freighted from Hong Kong and delivered in three days!

Technological developments in transport are likely to further increase the interconnection of people around the world, making our connections easier, quicker and more frequent. In 2020, the COVID-19 pandemic significantly restricted air travel for people, but global air transport networks became vital pathways for the transport of goods, with some commercial airlines using their passenger planes to transport cargo.

DISCUSS

How did the COVID-19 pandemic affect the ways the world connected? What were the impacts on how and why people travelled? What were the impacts of cargo and freight transport routes? Did global communication and transport become more or less important? Do you think the pandemic has changed the way people and places connect forever? How can we overcome the difficulties of restricted connectivity?

11.5 SKILL ACTIVITY: Questioning and researching using geographical methods

1. Use the internet to **research** 'World traffic pattern over a 24-hour period' and watch major airlines fly into major cities over the course of one day. Choose at least two major cities to watch.
   - **a.** Make a list of the data as you watch it. A table format might be useful to collate your data.
   - **b.** Are there any differences between your cities?
   - **c.** What do you notice about the places being accessed?
   - **d.** Does access change between day and night?
   - **e.** Can you **explain** why international flights leave Australia late at night or early in the morning?

11.5 Exercise

learnon

11.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 6	5, 7, 8	9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

Find all this and MORE in jacPLUS

Check your understanding

1. Refer to **FIGURE 1**. The areas where cargo shipping routes are dense are between
   - **A.** Australia and Asia.
   - **B.** Australia and the Middle East.
   - **C.** Africa and Antarctica.
   - **D.** the United States and Europe.

2. Refer to **FIGURE 1**. Regions with which size of population require greater transfer of goods?
   - **A.** Smaller
   - **B.** Similar
   - **C.** Higher
   - **D.** Decreasing
3. 'Just-in-time' manufacturing components lets manufacturers purchase and receive components just before they're needed and are an example of fast connections through the air. True or false?
4. **Explain** how the opening of the waterways has improved access to places for cargo ships.
5. Australia is circumnavigated by shipping routes. **Explain** why this might be.
6. **Summarise** the value of air travel for passengers.

Apply your understanding

Communicating

7. a. Will Australia's perceived remoteness be further reduced by 2030? **Consider** how this might be.
   b. **Describe** how a person can connect from Los Angeles, United States, to Kalgoorlie, Western Australia, by air.
8. International conflicts can have an impact on connecting goods for trade. **Analyse** how a dispute in the Pacific Ocean might affect Australian trade.
9. **Discuss** why cruise ship holidays have become so popular.
10. Our world is shrinking. **Discuss** this statement in relation to interconnections.

FIGURE 3 Loading containers for global trade

LESSON
11.6 How does trade connect us?

LEARNING INTENTION

By the end of this lesson you should be able to explain and give examples of how trade in goods and services helps to more evenly distribute the Earth's resources, and comment on variation in levels of consumption across the world.

TUNE IN

Modern-day production of goods and services requires connections to multiple locations where specialist resources and expertise may be sourced. These resources may then be brought together via transport systems to assemble the commodities we need for everyday life.

FIGURE 1 Transporting the component parts of the Airbus A380

Source: Data from Wikimedia Commons. Map drawn by Spatial Vision.

1. What forms of transport and, from which countries, are the component parts for the Airbus A380 derived?
2. Think about your household items and find out where they were manufactured by checking labels. What reasons can you suggest for why many of your household items need to come from faraway places?

11.6.1 Trade in goods and services

The Earth's resources are not distributed evenly over space. For instance, some places may have an abundance of iron ore and others may have none. To solve this problem, nations have developed trade, allowing producers and consumers to exchange goods and services.

The system of trade has been around for a long time. Its earliest form was as barter at local markets or fairs. Merchants also used land and sea routes to access markets in foreign lands, where they exchanged goods for payment. More recently, air transport has become a means of trade, and the internet has made it possible to instantly exchange information. Today, we have a highly sophisticated, large-scale, global system of trade.

A modern example of the interconnection of trade is the production of the Airbus A380. To construct this plane, component parts must be purchased from different countries and transported over land and sea to reach their final assembly place in Toulouse, France (see **FIGURE 1**).

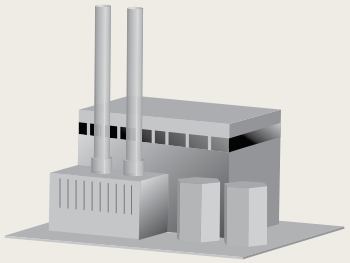
Goods and services, of which there are many, are generated by either processing the Earth's resources (goods) or people doing things for each other (services).

A good can be an item as simple as a loaf of bread or it can be as complex as a motor car. A service is not something you can hold in your hand; examples of a service are education in a school or the advice a doctor gives a patient. What types of goods and services do you use to support your lifestyle?

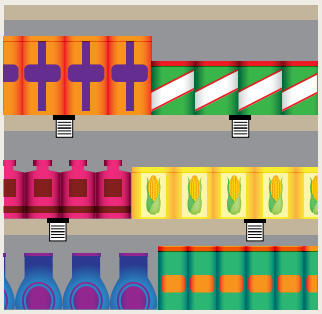
FIGURE 2 Four levels of industry showing supply chain

Primary industry
Takes natural resources from the Earth or grows them
Example: a farmer grows corn that is then transported to a canning factory.

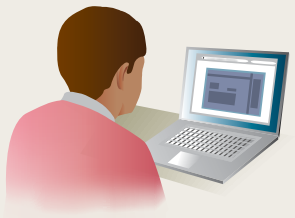
Secondary industry
Makes products from natural resources
Example: a factory makes tins of corn and sells them to supermarkets.



Tertiary industry
Sells products or services
Example: a supermarket sells tins of corn and other products to consumers.



Quaternary industry
Sells knowledge and information
Example: a marketing analyst works out how best to position products, and sells this information to supermarkets.



As seen in **FIGURE 2**, the processing of a resource into more complex goods can be a series of transitions, in which there is **value adding** at each level of industry (that is, its value increases). An important consideration in the production of goods and services is the impact on the environment.

value adding processing a material or product and thereby increasing its market value

11.6.2 CASE STUDY: Palm oil production and consumption

Palm oil is an edible oil derived from the fruit of the oil palm. The oil is used in many applications, from food to cosmetics and even biofuel. Production of palm oil as a commodity has increased rapidly since 1970, when the world was producing only 2 million tonnes. In 2023, 79 million tonnes of palm oil was produced — an increase of nearly 40 per cent. In 2023, palm oil accounted for around 40 per cent of global oils produced from seed oil crops. Palm-oil tree plantations are found mainly in tropical regions relatively close to the equator (see **FIGURE 3**).

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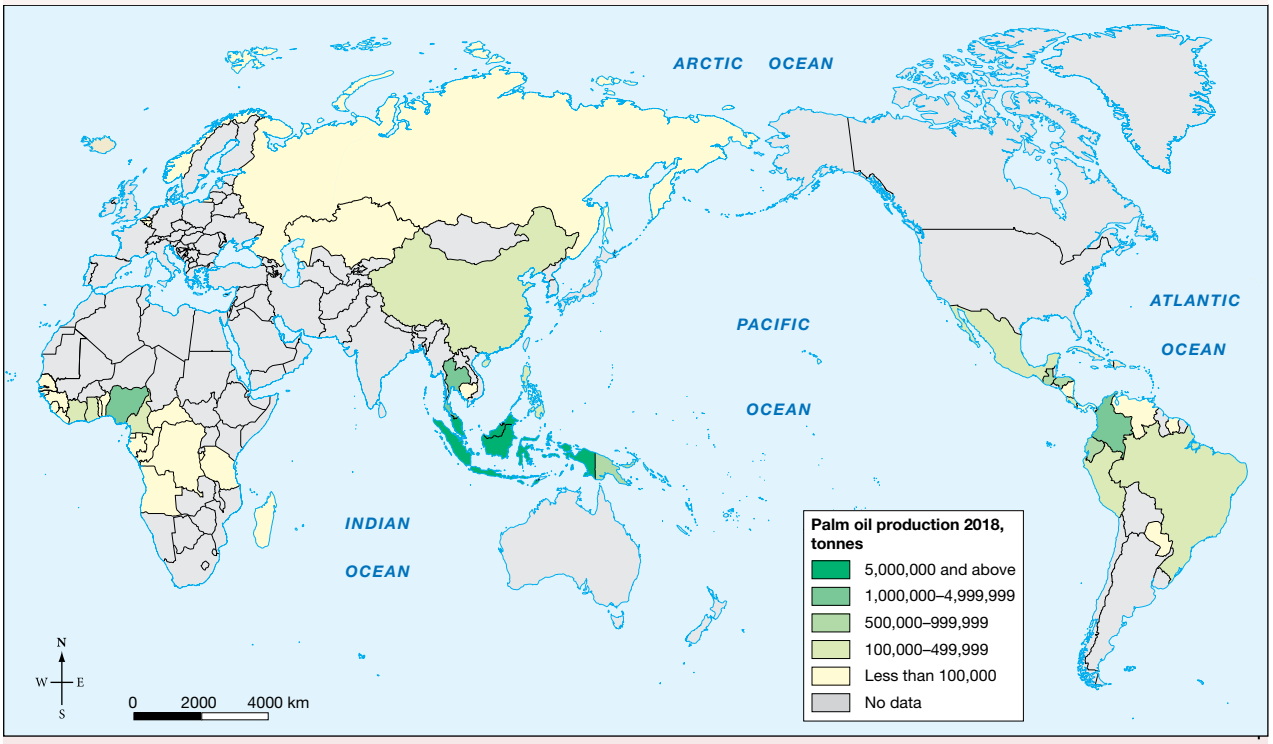
FIGURE 3 Palm oil plantations around the world



Source: Based on data from Kongsager, R., & Reenberg, A. (2012). Contemporary land-use transitions: The global oil palm expansion. GLP International Project Office. GLP Report No. 4, Hannah Ritchie and Max Roser (2021) - "Forests and Deforestation" and (c) FAO. FAOSTAT Statistics, https://www.fao.org/faostat/en/#data/, date accessed on 3 May 2022. Map redrawn by Spatial Vision.

The increase in global palm oil production has given rise to a need for a more sustainable approach to all elements of the supply chain (see **FIGURE 4**). Supply chain management is important to ensure the production and consumption of palm oil meets sustainable environmental practices. In this sense, sustainability means not being harmful to the environment or depleting natural resources, and thereby supporting a long-term ecological balance for the planet. Environmental impacts from supply chains can include the following:

- toxic waste, water pollution, hazardous greenhouse gas emissions and energy use
- loss of biodiversity, deforestation, long-term damage to ecosystems.

FIGURE 4 A responsible palm oil supply chain

No deforestion.

Already degraded land is used to establish certified palm oil plantations.

Best management practices are used to encourage increased yields.

Oils from certified plantations are harvested and refined.

Oil from these certified plantations are shipped to traders. This is called a 'traceable supply', which is audited and transparent.

Traders produce products that contain only certified deforestion-free palm oil.

11.6.3 How are goods and services consumed?

Household final consumption per person

If we tally the value or money spent on all goods and services such as food, cars, washing machines, electricity, water and gas, education, medical service expenses and entertainment within a country for a year, then divide this figure by the total population of the country, we obtain what is referred to as the household final consumption per person. This per-person dollar value can provide a general indication of the economic development and prosperity of a country.

The greatest consumers of goods and services on a per-person basis tend to be wealthy, industrialised countries, as shown in **FIGURE 5**. However, countries such as China and India also consume high levels of goods and services because they have very large populations. As would be expected, countries that are high-level consumers can have a significant impact on the environment, particularly in terms of energy use and waste production.

FIGURE 5 Top ten countries for household final consumption, per person. Australia is ranked third in this list for the years 2019–2020.

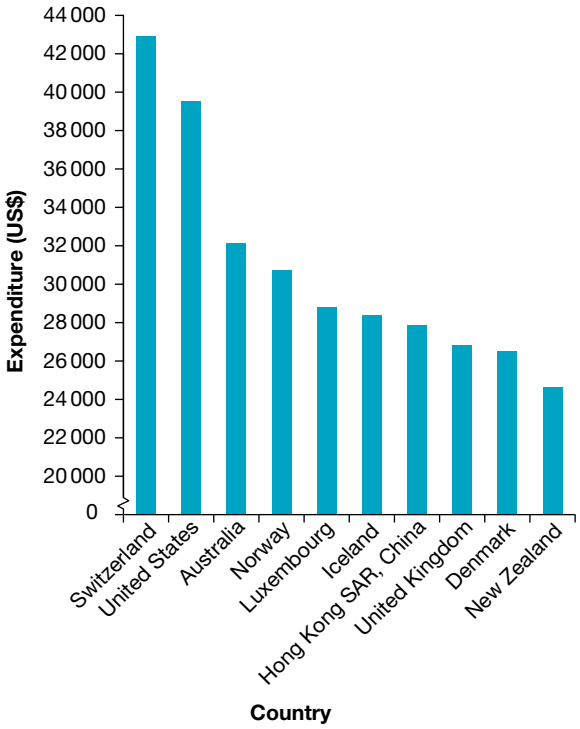
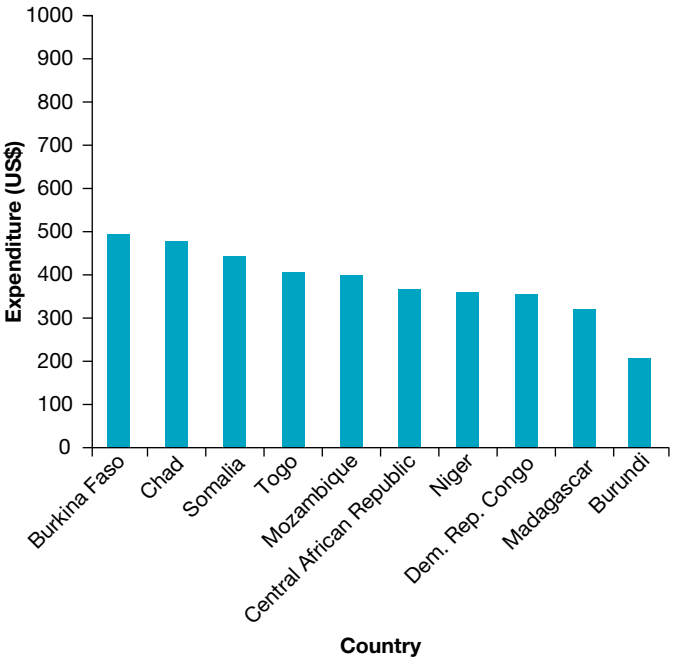


FIGURE 6 Household final consumption expenditure per person for the ten lowest ranked countries in the world for 2019–2020



At the lower end of the scale of household final consumption per person, people in countries such as people in countries such as Madagascar and Burundi spend an average of $320.07 and $207.56 respectively per year per person which relates to only 88 and 57 cents per person per day respectively (see **FIGURE 6**). This expenditure is mainly for food.

11.6.4 CASE STUDY: Western rock lobster — connecting Australia to the world

The western rock lobster (see **FIGURE 7**) is Australia's most valuable single species wild captive fishery. The operation brings in approximately $500 million each year to Australia's export industry. The lobsters are found in southern Australia coastal waters across the Southern Ocean. Western rock lobsters are exported around the world; however, 98 per cent of the 6300 tonnes of lobster caught annually are airfreighted to China. Significant growth in the Chinese market over recent years has led to the development of a live export facility next to Perth's airport to improve transit times, with the journey to China taking less than 20 hours.

FIGURE 7 Western rock lobster

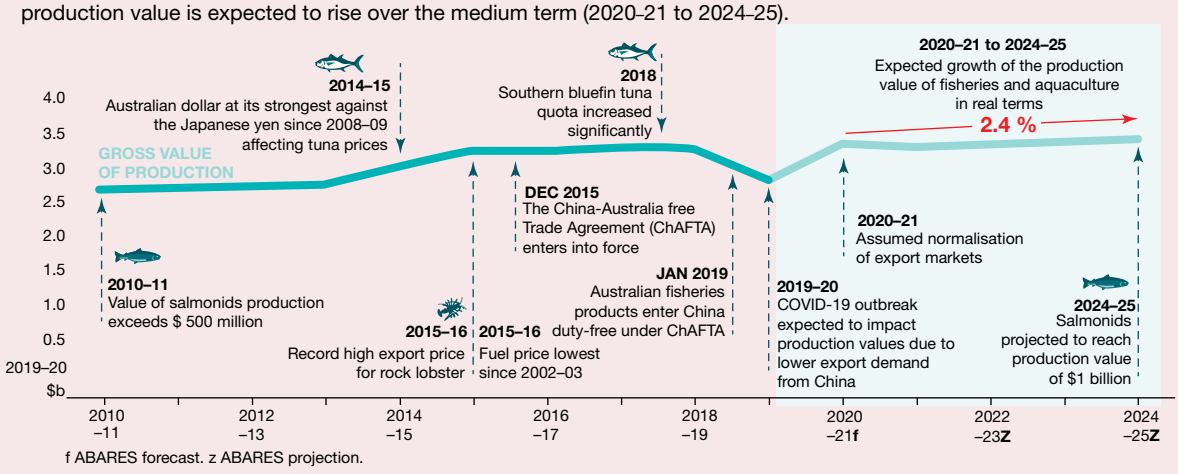
The lobster industry does not just provide interconnections on the international scale, it also connects local communities. Regional employment has been boosted, with over 200 commercial vessels operating in the industry. Social interconnections also exist through recreational fishing, with over 60 000 recreational licences issued in 2017.

Unfortunately, the interconnections that make the western rock lobster industry successful also make it vulnerable to global crises. The COVID-19 pandemic in 2020 had a devastating impact on the industry due to the sharp decline in exports to China (see **FIGURE 8**).

FIGURE 8 Fisheries and Aquaculture outlook, 2020

Fisheries production value to dip

Fisheries and aquaculture production value is projected to fall in 2019–20, caused largely by reduced export demand from China following the 2019 coronavirus (COVID-19) outbreak. Market conditions are expected to normalise in 2020–21 and production value is expected to rise over the medium term (2020-21 to 2024-25).



f ABARES forecast. z ABARES projection.

Food trade around the world

The world's population is unevenly distributed across space, as is the quantity of food produced. Some places, such as Australia, produce an abundance of food, while others struggle to produce enough to maintain food security.

Traditionally, food production consisted of hunting and gathering, or cropping and herding. Excess food was consumed locally or sent to nearby markets for **barter** or cash. While some 40 per cent (or by some estimates, more) of the world's population is still directly tied to subsistence agriculture, many of the world's highly developed economies produce large surpluses of food specifically for international trade. For instance, Australia's 2019–20 farm production was estimated to be worth $61 billion, with $50 billion of this in export worth. The gross value for Australian agriculture increased to $90 billion in 2022–23 and Australia exported $76 billion worth of agricultural produce in 2021–22.

Food trade is a complicated business, as can be seen in **FIGURE 9**. It is estimated that for **developing countries**, three-quarters of exports are agricultural produce. While developed countries may need to import some foods, many actually export as much as they import in agricultural produce. For instance, the United States, Canada and Australia use large farms to produce wheat, and they control 75 per cent of the global export trade in cereals.

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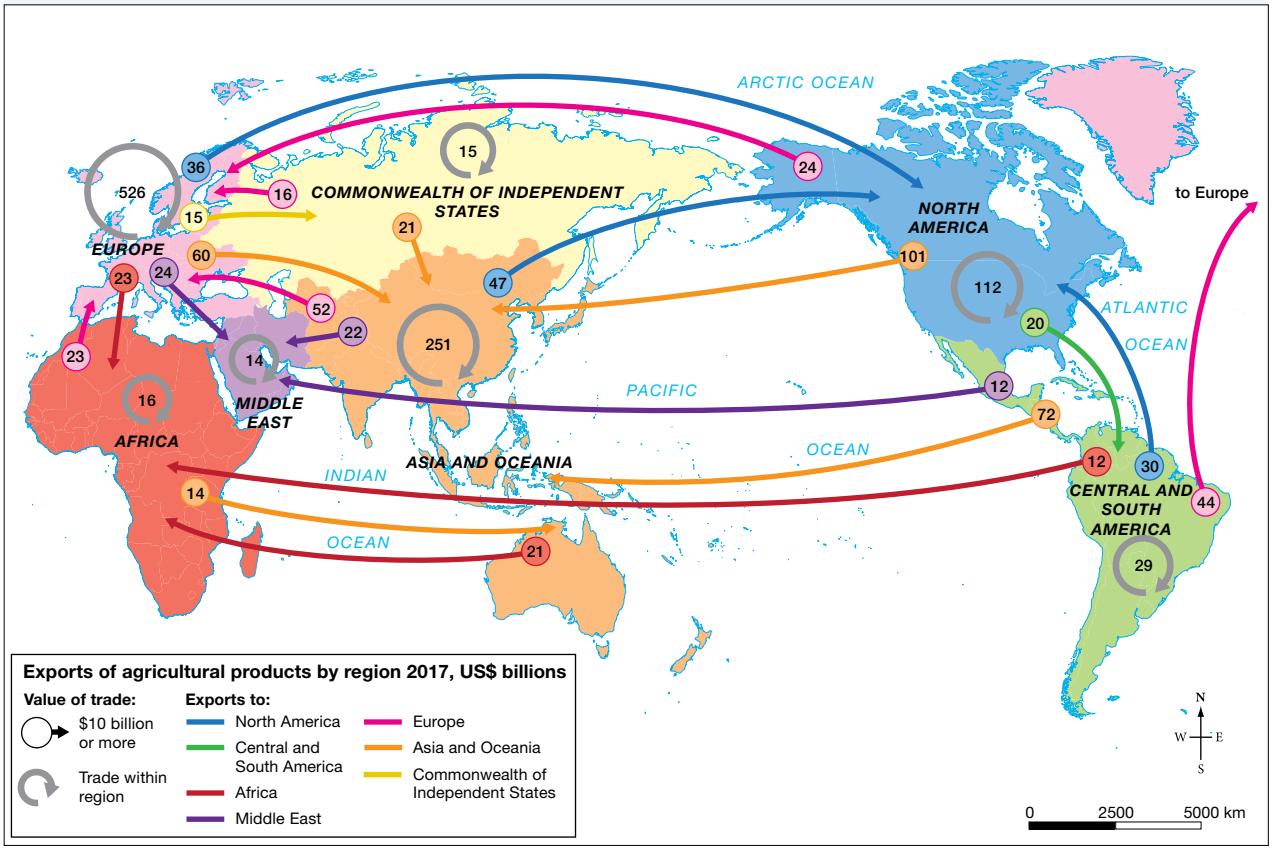
FIGURE 9 World trade flows — exports of agricultural products by region, US$ billion



Source: Adapted from WTO. Retrieved from: https://www.wto.org/english/res_e/statis_e/world_commodity_profiles18_e.pdf; Map drawn by Spatial Vision.

Wheat production levels vary from year to year, depending on weather conditions experienced at particular times in the growing season. After a bumper year in 2016–17, when in excess of 34 million tonnes was produced, in 2017–18 Australia produced just over 21 million tonnes of wheat. More than three-quarters of this crop was for sale in overseas markets, worth some $5 billion in export earnings. **FIGURE 10** shows Australia's top ten wheat export partners, with production quantities and earnings averaged over the four-year period up to 2017.

barter to trade goods in return for other goods or services rather than money

developing countries nations with a low living standard, undeveloped industrial base and low human development index relative to other countries

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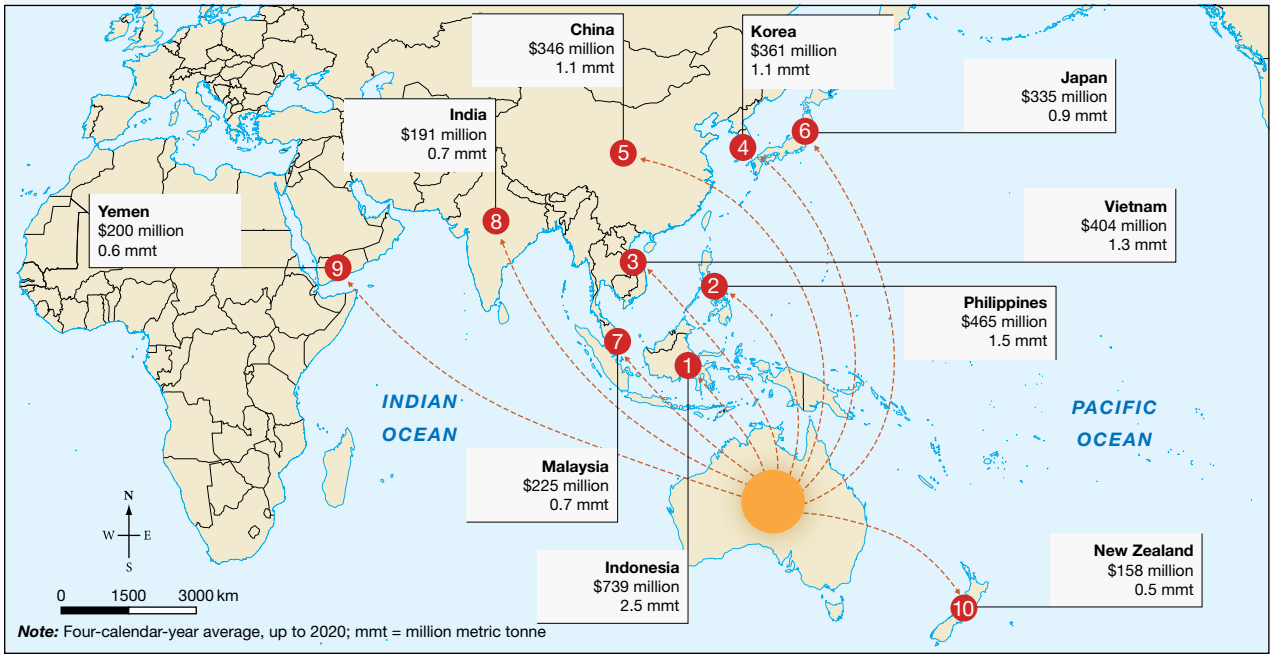
FIGURE 10 Top ten Australian wheat export destinations



Source: Based on data from Australian wheat | Quality, versatility, and reliability. Australian Export Grains Innovation Centre. Map redrawn by Spatial Vision.

Australia's diverse food trade

In addition to wheat, Australia conducts more than $5 billion worth of trade annually through a range of other agriculture, forestry and fisheries exports. **TABLE 1** provides information about Australia's top 20 exports in this category and their respective export values for the 2019–20 financial year.

TABLE 1 Australia's top 20 agriculture, forestry and fisheries exports, 2019–20

Rank	Commodity	$ million	% share
1	Beef	11 258	21.7
2	Meat (excl. beef)	5520	10.6
3	Wheat	3847	7.4
4	Wine	2897	5.6
5	Edible products and preparations	2757	5.3
6	Fruit and nuts	2523	4.9
7	Wool and other animal hair	2516	4.9
8	Live animals (excl. seafood)	2231	4.3
9	Sugars, molasses and honey	1776	3.4
10	Vegetables	1471	2.8
11	Milk, cream, whey and yoghurt	1451	2.8
12	Animal feed	1375	2.7
13	Wood (in chips or particles)	1238	2.4
14	Oil seeds and oleaginous fruits, soft	1188	2.3
15	Barley	1028	2.0
16	Cheese and curd	985	1.9

Rank	Commodity	$ million	% share
17	Cotton	964	1.9
18	Cereal preparations	925	1.8
19	Crustaceans	803	1.5
20	Wood, rough	592	1.1
Total agriculture, forestry and fisheries exports		51 864	

DISCUSS

Would Australia be failing to respect and tolerate other countries' cultural practices if we were to ban the live export of animals?

on Resources

Weblink Trade

SkillBuilders to support skill development

- 8.15 SkillBuilder: Constructing and describing a flow map

11.6 SKILL ACTIVITY: Communicating

1. Use the **Trade** weblink in your Resources panel to **investigate** Australia's top five trade partnerships.
   a. Which countries do we trade the most with?
   b. What is the value of these trade partnerships?
2. **Prepare** a mind map to show the different goods and services traded with these countries.

11.6 Exercise

learnon

11.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 6	5, 7, 8	9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
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Check your understanding

1. Refer to **FIGURE 9**. **Represent** by rank the regions of the world in decreasing order by volume of food trade.
   A. Asia and Oceania
   B. Europe
   C. Central and South America
   D. Africa
   E. Middle East
   F. North America
   G. Commonwealth of Independent States

2. a. Refer to **FIGURE 9**. **Select** the value of food trade from Oceania to Europe.
   - **A.** US$21 billion
   - **B.** US$22 billion
   - **C.** US$24 billion
   - **D.** US$52 billion
   - **E.** US$60 billion

   b. **FIGURE 10** shows the values of the top ten Australian wheat export destinations. State the value of wheat export from Australia to Japan.
   - **A.** $346 million
   - **B.** $361 million
   - **C.** $191 million
   - **D.** $225 million

3. High levels of consumption can have negative consequences for the natural environment. True or false?
4. **Identify** the reasons why goods and services are traded.
5. **Identify** what is meant by the term *value adding*, as a product moves through the four levels of industry. Choose a product such as wheat or timber to **explain** this process.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Suggest** why the United States is one of the largest consumers of goods and services in the world.
7. It has been claimed that countries such as China and India, with growing middle classes that are now eager for goods and services, will put a strain on world resources. **Judge** how a growing demand for energy sources in these countries might affect the environment.

Concluding and decision-making

8. a. **Identify** how a change, such as growth in Australia's population from 25 million to 40 million, might affect Australia's trade.
   b. **Determine** ways in which Australia might overcome the problem of drought, which has significant impacts on wheat production tonnage.
9. **Determine** the reasons that people are able to survive on less than $300 per person per year in countries such as Niger and the Democratic Republic of the Congo.
10. **Refer to FIGURE 10**.
    a. **Discuss** why Australia can export such a large quantity of wheat to the world.
    b. What reasons can you **suggest** for why a country such as Russia might not export wheat to Indonesia and Malaysia.

LESSON
11.7 What is Australia's contribution to the global trade industry?

LEARNING INTENTION

By the end of this lesson you should be able to comment on, and provide examples of, Australia's major types of trade and trading partners and describe the impact of globalisation.

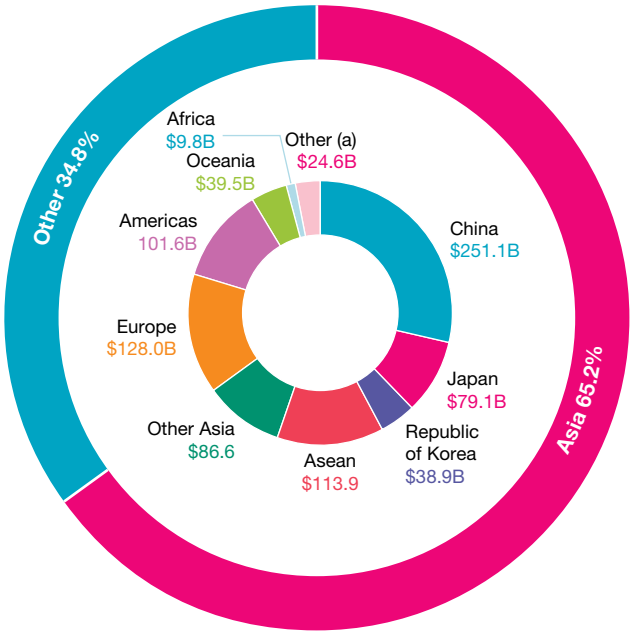
TUNE IN

Australia is a major player in world trade in goods and services, and this trade has allowed Australians to enjoy a high standard of living. In fact, we are in the top ten wealthiest nations of the world based on gross domestic product (GDP) statistics!

Australia is responsible for a large percentage of world trades. As shown in the figure below, Australia has import and export arrangements with a number of large countries which includes a range of goods.

FIGURE 1 Australia's top ten two-way trading partners 2019–20, value of imports and exports (A$ million)

Australia's two-way trade by region 2019–20



Source: Data based on Trade and Investment at a glance, p.13., 2021. Department of Foreign Affairs and Trade. www.dfat.gov.au

1. What are Australia's top five two-way trading partners? In which continental regions of the world does Australia have significant two-way trade dealings?
2. Why do you think income to the Australian economy from international students is classified as an 'export service'?

11.7.1 The coordination of trade

Australia is one of the 164 members of the World Trade Organization (WTO), which covers 95 per cent of global trade. The organisation promotes free and fair trade between countries and, since 2001, its Doha Development Agenda has aimed to help the world's poor by slashing **trade barriers** such as tariffs, quotas and farm subsidies.

trade barrier
government-imposed restriction (in the form of tariffs, quotas and subsidies) on the free international exchange of goods or services

The Department of Foreign Affairs and Trade (DFAT) coordinates trade agreements on behalf of the Australian government, and the Australian Trade Commission (Austrade) promotes the export of goods and services. Asia continues to dominate Australia's two-way trade flows with 65.2 per cent of the market.

11.7.2 Australia's trading partners

China, the United States and Japan were Australia's top three two-way **trading partners** in 2019–20, accounting for nearly 45 per cent of total trade. **FIGURE 1** shows the value of imports and exports traded between Australia and its top ten trading partners. **TABLE 1** shows the total two-way trade value (imports and exports added together) of all goods and services traded with these ten countries.

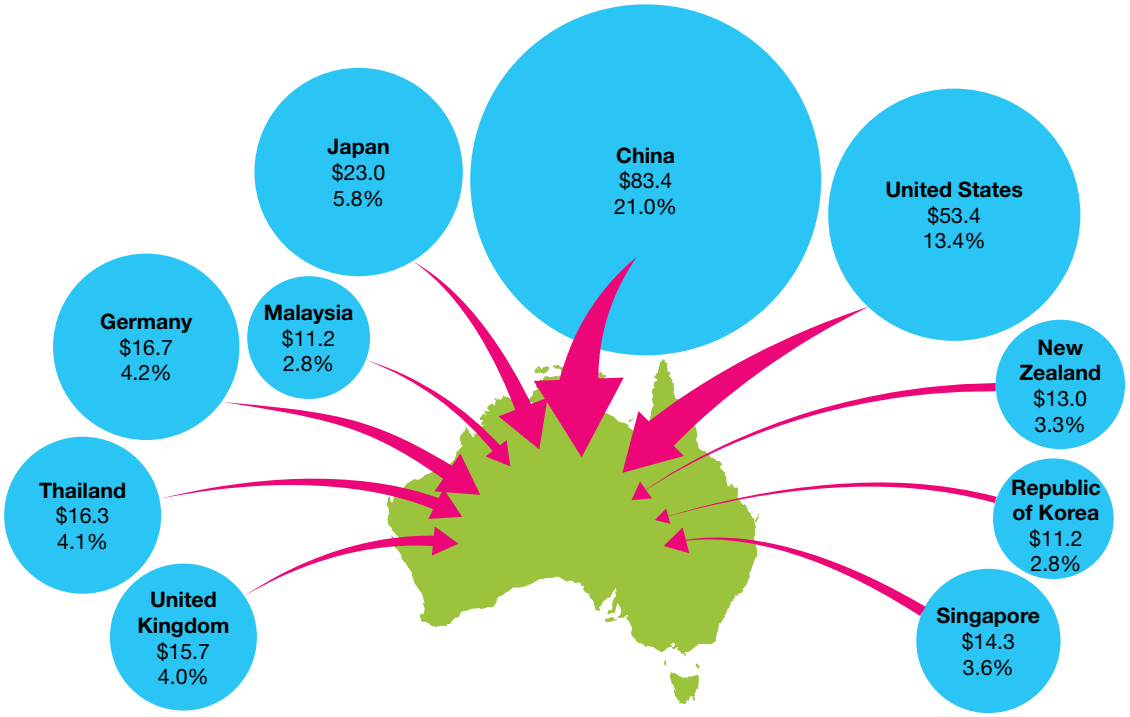
trading partner a participant, organisation or government body in a continuing trade relationship

TABLE 1 Australia's top ten two-way trading partners, 2019–20, total two-way trade value (A$ billion)

Rank		Goods	Services	Total	% share
	Total two-way trade	693.8	179.4	873.1	
1	China	232.4	25.4	251.1	28.8
2	United States	55.4	25.4	80.8	9.2
3	Japan	73.0	6.1	79.1	9.1
4	Republic of Korea	36.5	2.4	38.9	4.5
5	United Kingdom	22.8	13.9	36.7	4.2
6	Singapore	21.7	9.6	31.3	3.6
7	New Zealand	17.6	11.1	28.7	3.3
8	India	15.7	10.6	26.2	3.0
9	Germany	17.3	4.5	21.8	2.5
10	Malaysia	18.2	3.4	21.6	2.5

int-9079

FIGURE 2 Australia's top ten import markets, 2019–20 (A$ billion)



Source: Data based on Trade and Investment at a glance, p.40., 2021. Department of Foreign Affairs and Trade. www.dfat.gov.au

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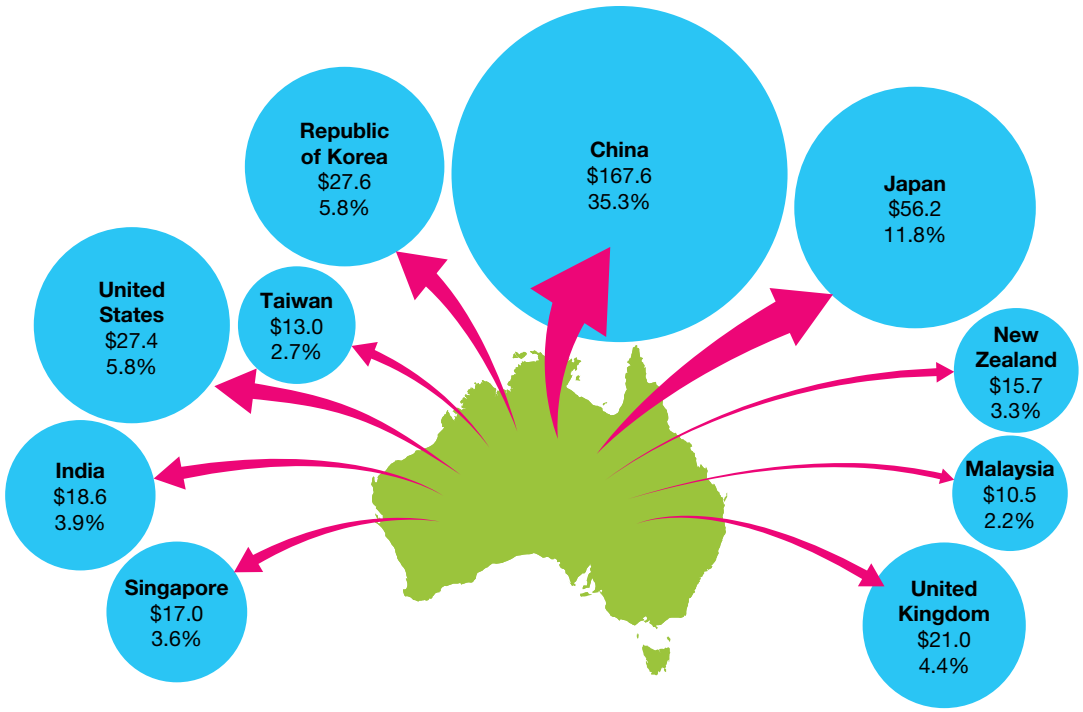
FIGURE 3 Australia's top ten export markets, 2019–20 (A$ billion)



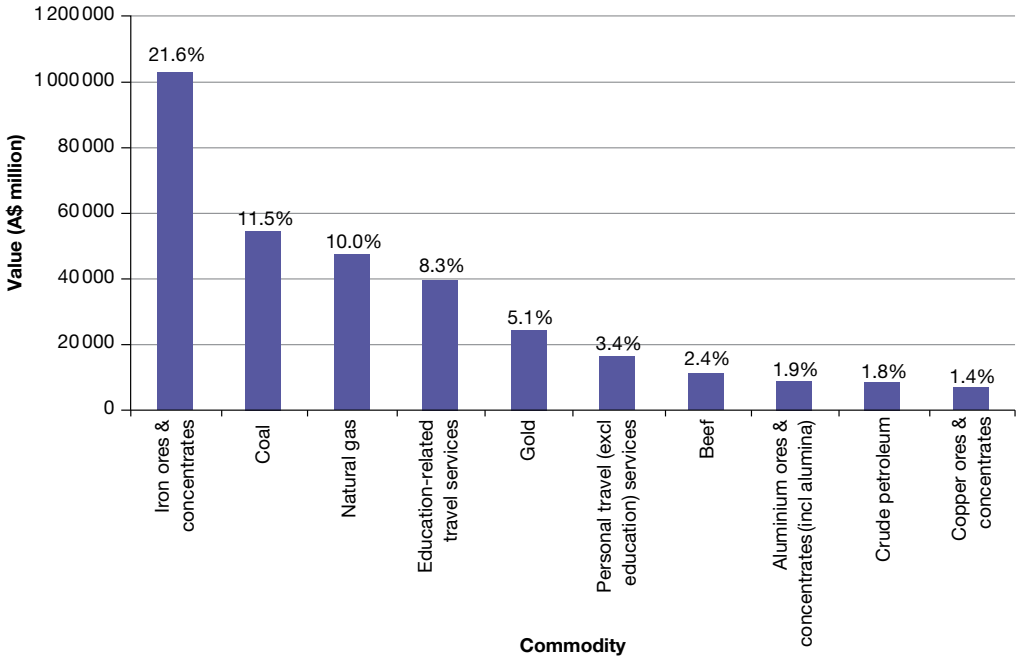
Source: Data based on Trade and Investment at a glance, p.18., 2021. Department of Foreign Affairs and Trade. www.dfat.gov.au

11.7.3 Australia's types of trade

Exports

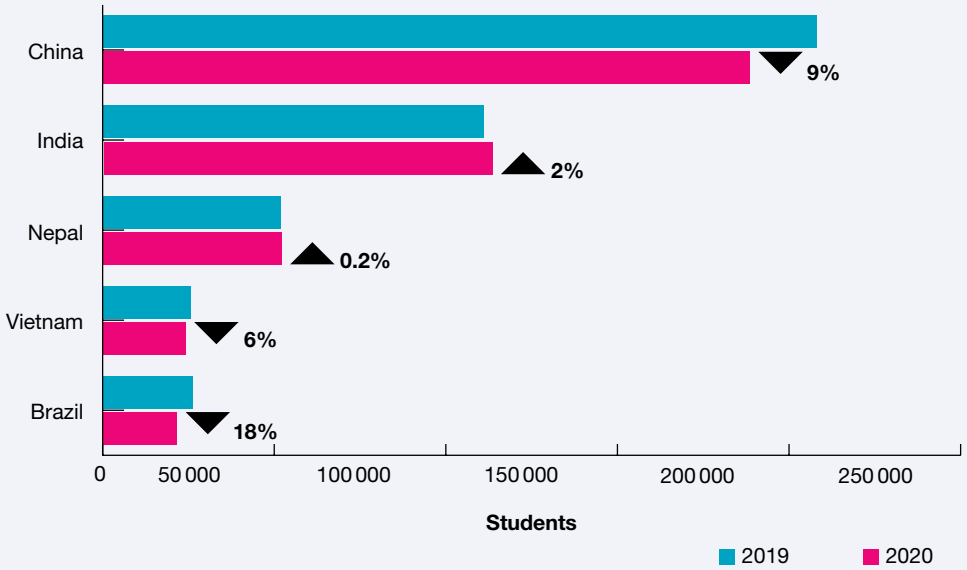
Australia's export trade in 2019–20 was valued at $382 billion, and was dominated by the mineral products of iron ore and coal. Education-related and personal travel were Australia's leading services exports. See **FIGURE 4** for details of leading exports.

FIGURE 4 Australia's top ten exports of goods and services, 2019–2020



Source: Data based on Trade and Investment at a glance, p.20., 2021. Department of Foreign Affairs and Trade. www.dfat.gov.au

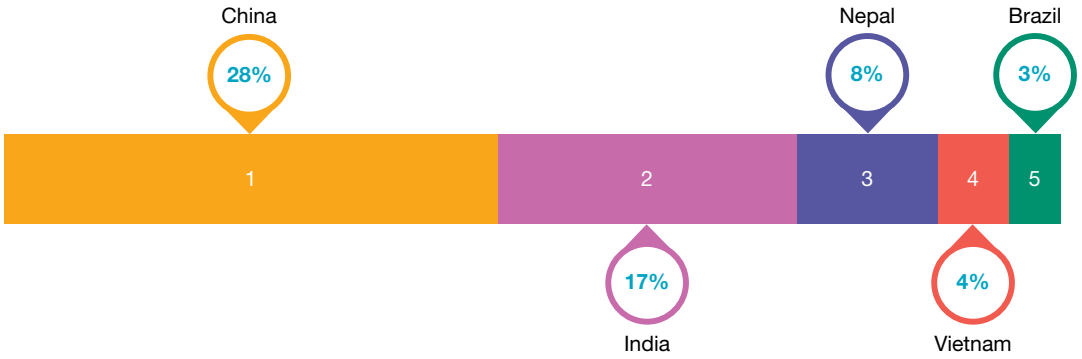
FIGURE 5 COVID-19 led to drop in international student numbers for Australia during 2020.



Top five countries

59%

of international students are from these countries



International students

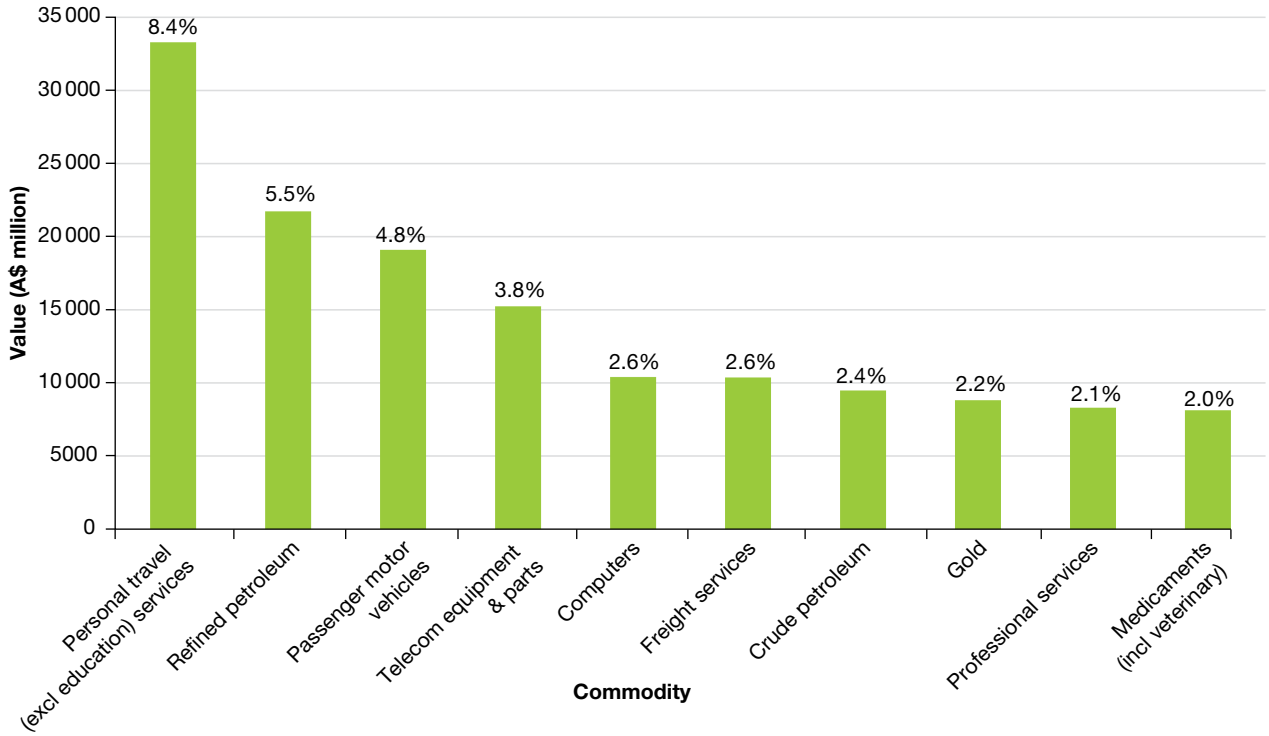
A more recent high-level earner for Australia (ranked as our fourth-highest export in 2019–2020), is the category of 'education-related travel services', which was valued at $40 billion with 693,750 international students from more than 200 countries studying in Australia. In this service industry, students pay for knowledge and skills that they will take back to their home country.

During 2020, COVID-19-related international border restrictions heavily disrupted the operation of this industry as students were not permitted to enter or leave their home countries for a period. Many continued their studies remotely from places outside of Australia. The industry started to rebound in 2023, with many international students returning to study in person.

Imports

Like many countries, Australia is not self-sufficient in all goods and services. In 2019–20, Australia imported goods and serivces valued at over $397.9 billion. **FIGURE 6** shows the top ten commodities of this trade.

FIGURE 6 Australia's top ten imports of goods and services, 2019–2020 (A$ million)



Source: Data based on Trade and Investment at a glance, p.40., 2021. Department of Foreign Affairs and Trade. www.dfat.gov.au

FIGURE 7 Oil and petroleum products make up a significant part of Australia's import trade.

11.7.4 Impacts of globalisation

Today, you might purchase a jacket online that was designed in Milan, but it is woven from New Zealand wool and stitched together in China. The globalised economy that has resulted from technological developments since the 1990s has brought global marketing, encouraging consumers everywhere to buy goods without considering where they come from. Online shopping has revolutionised the business world by making just about anything imaginable available at the simple tap of a finger or click of a mouse.

The car exports market is a significant example of global connections, with 5.3 per cent of earnings from all international exports. Two countries with the largest share of the car export market are Japan in north-east Asia and Germany in Europe. Together, they have 61 per cent of the world's net profits on international car exports. Other countries with significant car exports include China and South Korea in Asia. Australia once had a thriving car manufacturing industry, but competition from European and Asian manufacturers led to its demise. We now import all our cars from overseas.

The Australian clothing manufacturing industry has produced some recognisable brand names and distinctive products. Today, the industry faces tough international competition, especially from producers in developing countries who can afford to mass-produce clothing far more cheaply than Australian companies can. As a result, Australian clothing manufacturers tend to focus on high-end, high-quality products rather than attempting to compete with lower-cost producers.

FIGURE 8 This symbol signifies that a product has been manufactured in Australia by an Australian-owned company.

It is not just the clothing industry that has felt the impact of an increasingly globalised economy. Many multinational companies have '**offshored**' various production and service divisions to developing countries, such as India, China, Malaysia and the Philippines, due to these countries' lower labour costs. A range of other economically appealing factors, such as a lack of labour unions and incentives offered by those governments including tax breaks and low import duties, have also fueled this trend.

Foreign companies in China

As an example of the growth in global business operations, in 1979, there were 100 foreign-owned enterprises in China. In 1998, there were 280 000, and by the end of 2015, there were more than 835 000 companies with foreign direct investment registered in mainland China. Since 2007, foreign companies have employed more than 25 million people in China. These companies include Coca-Cola, Pepsi, Nike, Citibank, General Motors, Philips, Ikea, Microsoft and Samsung. China's economy is growing rapidly; the country is destined to remain an engine for global growth for some years to come.

11.7.5 Sweatshops — a negative side of global trade

If you buy well-known global brands, then you may be wearing clothing or footwear that was made in a sweatshop.

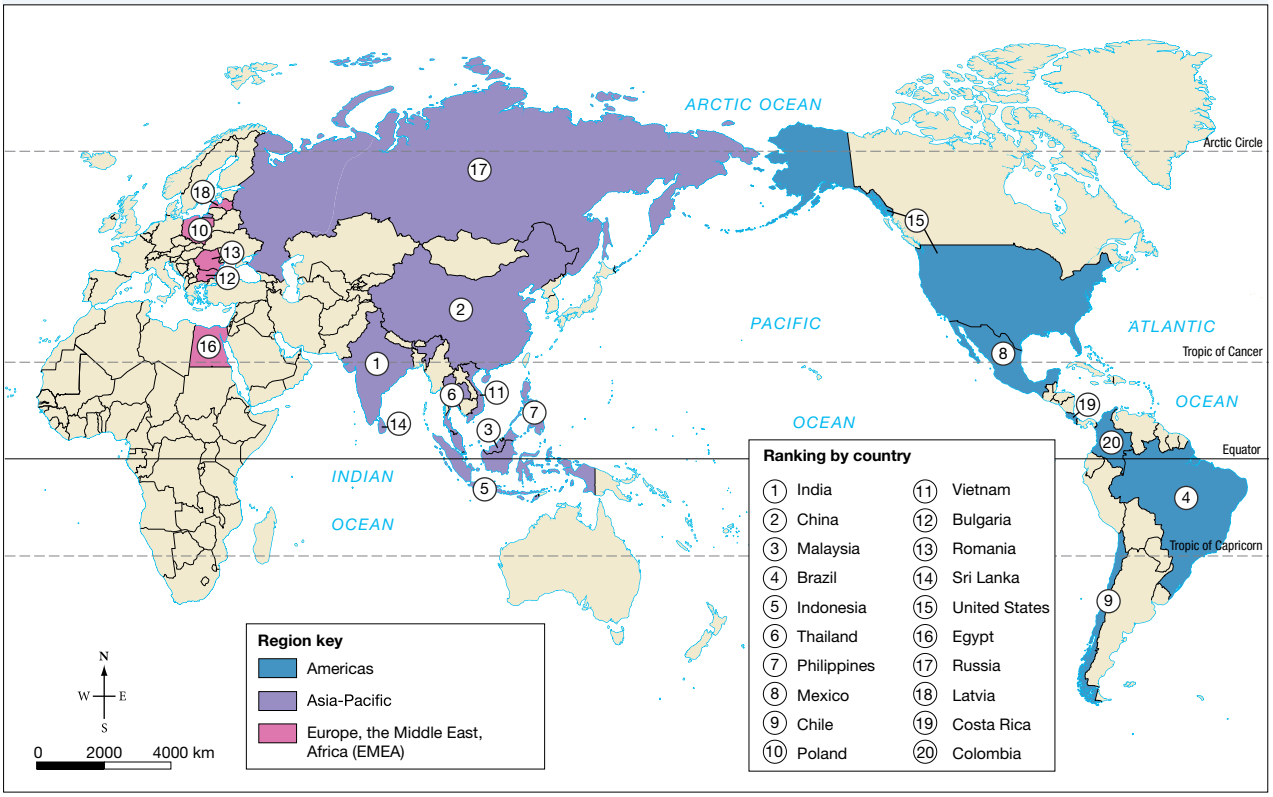
A sweatshop is any working environment in which the workers experience long hours, low wages and poor working conditions. Typically, they are workshops that manufacture goods such as clothing. Sweatshops are common in developing countries, where labour laws are less strict or are not enforced at all. Workers often use dangerous machinery in cramped conditions and can even be exposed to toxic substances. In the worst cases, child labour may be used. Sweatshop workers' wages are generally insufficient to sustain reasonable living conditions; many workers live in poverty. Most are young women aged 17 to 24.

offshore to relocate part of a company's processes or services overseas in order to decrease costs

In our globalised world, the question of ethical trade is increasingly important. Socially responsible companies are taking steps to ensure that profits gained from offshoring production and services to less developed countries do not come at the expense of the wellbeing of the people within those countries.

int-9081

FIGURE 9 Top 20 locations for offshore companies, by region



Source: Data from Statista. Map drawn by Spatial Vision.

FIGURE 10 A sweatshop in Bangladesh

11.7 SKILL ACTIVITY: Questioning and researching using geographical methods

If clothing carries the Ethical Clothing Australia (ECA) label, it means the garment was manufactured in Australia and the manufacturer has ensured that all people involved in its production received the legally stated wage rates and conditions — known in Australia as award wages and conditions.

Research which Australian-made garments you can purchase to support fair working conditions.

a. Which companies in Australia carry the ECA label?
b. How does ECA support fair working conditions?
c. What do they do differently to other companies?

11.7 Exercise

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11.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 7	4, 5, 9	6, 8, 10, 11, 12

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Check your understanding

1. **State** the interconnection between the World Trade Organization and Australia's trade.
   - **A.** Australia's Department of Foreign Affairs and Trade governs the WTO.
   - **B.** Australia is one of the member states of the WTO.
   - **C.** Australia is one of the few countries whose trade is not connected with the WTO.
   - **D.** The WTO governs Australia's Department of Foreign Affairs and Trade.
2. **Select** Australia's three most important exports.
   - **A.** Gold
   - **B.** Passenger motor vehicles
   - **C.** Natural gas
   - **D.** Iron ores and concentrates
   - **E.** Wheat
   - **F.** Refined petroleum
   - **G.** Coal
   - **H.** Education-related travel services
   - **I.** Beef
3. **Identify** Australia's three most important imports.
   - **A.** Iron ores and concentrates
   - **B.** Computers
   - **C.** Beef
   - **D.** Education-related travel services
   - **E.** Personal travel services
   - **F.** Refined petroleum
   - **G.** Crude petroleum
   - **H.** Passenger motor vehicles
   - **I.** Coal
4. What reasons can you **suggest** for Australia's significant two-way trade with Asian nations?
5. **Identify** three reasons why many multinational companies have 'offshored' various production and service divisions.
6. **Discuss** what is meant by the term sweatshops.

Apply your understanding

Communicating

7. Despite having a relatively small population, Australia has many goods and services to trade. **Identify** reasons why this might be so.
8. **Consider** Australia's exports (see **FIGURE 4**).
   a. What evidence is there in this lesson to confirm Australia's reputation as being mostly a primary industry exporter?
   b. Are there any figures for export trade that **contradict** this statement?

Concluding and decision-making

9. **Examine** why Australia has become such an important exporter of education services?
10. Look at **FIGURE 9**. **Suggest** reasons why so many offshore manufacturing companies are located in the Asia–Pacific region.
11. **Discuss** whether sweatshops are ethical and/or sustainable. **Explain** your answer.
12. Online ordering of goods is a feature of the internet age. **Discuss** the advantages and disadvantages of online ordering for workers in the Australian retail industry.

LESSON
11.8 Is international trade fair?

LEARNING INTENTION

By the end of this lesson you should be able to identify the uneven benefits of international trade and comment on how fair trade and aid programs help to balance this.

TUNE IN

Many children in Australia, once they are over the age of 14, work in part-time jobs. Some younger children help out in their family businesses. However, there are strict rules around the employment of children under the age of 16.

FIGURE 1 Fair trade organisations promote fair labour practices such as preventing and eliminating child labour.

1. What is the physical condition of the child shown in the photograph? How would this child compare to an average Australian child of similar age?
2. Why do you think it is common for children in developing countries such as Bangladesh and Nepal to work at such a young age?

11.8.1 Problems of trade

The benefits of international trade are not evenly shared around the world, and trade often favours developed countries rather than developing countries. It is the role of governments, organisations and agencies to regulate this trade so that the economic benefits are more evenly distributed.

Developed countries, like Australia, also implement measures such as aid programs that help to support economic development in the areas of need.

Australians benefit economically, culturally and politically from international trade, but **social justice** problems can arise through this trade. For example, if we import 'blood diamonds' from Africa, clothing manufactured in sweatshops in Bangladesh, or carpets from Nepal produced by child labour, we are supporting unethical industries.

social justice a principle applied so that a society is based on equality, the appreciation of the value of human rights and the recognition of the dignity of every human being

In addition, some countries can make it difficult for other countries to compete fairly, on a 'level playing field'. They do this by:

- *imposing tariffs* — taxes on imports
- *imposing quotas* — limits on the quantity of a good that can be imported
- *providing subsidies* — cash or tax benefits for local farmers or manufacturers.

11.8.2 Fair trade

The fair trade movement aims to improve the lives of small producers in developing nations by paying a fair price to artisans (craftspeople) and farmers who export goods such as handicrafts, coffee, cocoa, sugar, tea, bananas, cotton, wine and fruit. The movement operates through various national and international organisations such as the World Fair Trade Organization and Fairtrade International. There are over 1.9 million farmers and workers across 71 countries participating in Fairtrade International.

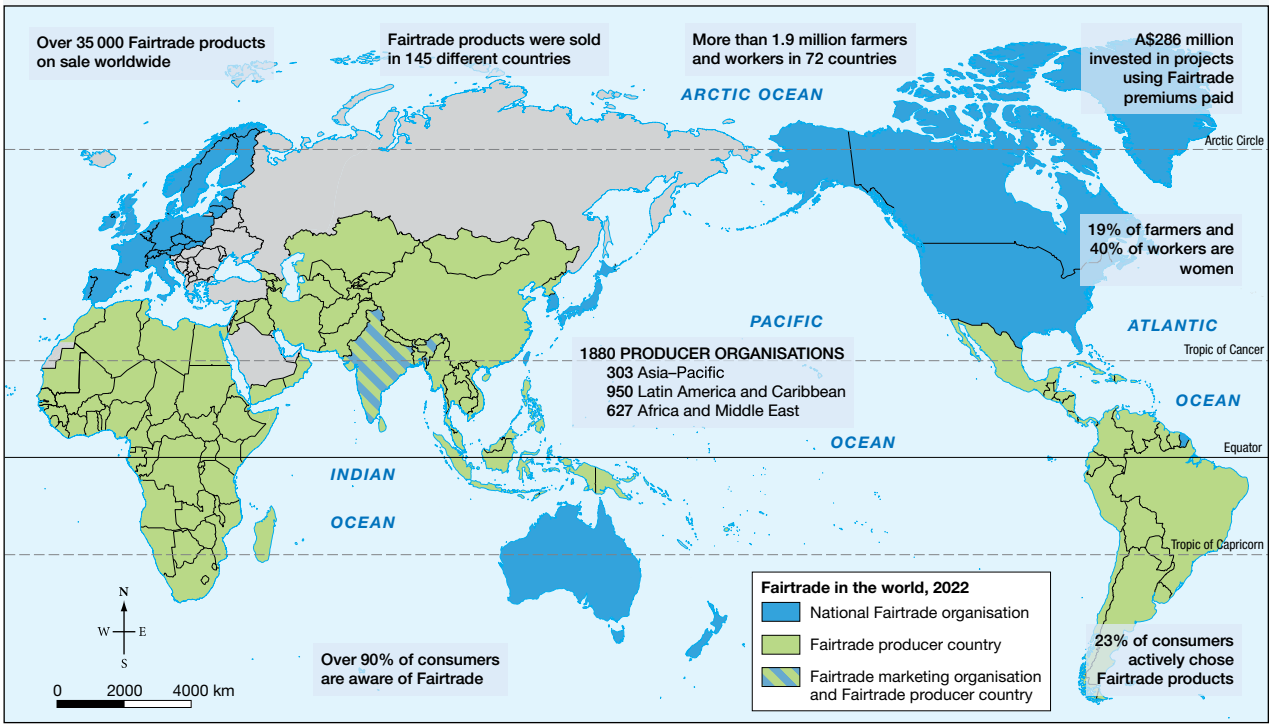
The fair trade labelling system is operated by Fairtrade International, of which Australia is a participating member. This system works to ensure that income from the sale of products goes back directly to the farmers, artisans and their communities (see **FIGURE 3**).

In 2020–21, Australia and New Zealand had a combined retail sales total of A$316 million in Fairtrade-certified products, with three in five New Zealanders and two in five Australians purchasing Fairtrade offerings. This included 4 million kilograms of coffee, 20.3 million blocks of chocolate and 36.6 million tea bags. On a global scale, Fairtrade's 1.9 million farmers and their families have benefited from Fairtrade premium-funded infrastructure and community development projects with a value of over A$262 million.

FIGURE 2 Goods produced by workers for the World Fair Trade Organization mission

int-7934

FIGURE 3 Fairtrade in the world, 2022



Source: Based on data from Fairtrade International, https://www.fairtrade.net/. Map redrawn by Spatial Vision.

11.8.3 Non-government organisations and fair trade

Non-government organisations (NGOs) such as Oxfam and World Vision also support fair trade, and oppose socially unjust trade agreements. They oppose attempts by developed countries to:

- block agricultural imports from developing countries
- subsidise their own farmers while demanding that poorer developing countries keep their agricultural markets open.

DISCUSS

In small groups, consider the following questions:

- Why is there a need for organisations such as Fairtrade International?
- Should stores be allowed to sell items that are not sourced from Fairtrade producers?

11.8.4 Global connections through Australian Aid

Overseas aid is the transfer of money, food and services from developed countries such as Australia to less-developed countries in order to help people overcome poverty, resolve humanitarian issues and generally help with their development. Over one billion people in the world live in poverty and do not have easy access to education and healthcare. When disasters strike, they lack the resources to get back on their feet. Poverty needs to be addressed by the international community because it can:

- breed instability and **extremism**
- cause people to flee violence and hardship, thus swelling the number of refugees.

non-government organisation (NGO) a group or business that is organised to serve a particular social purpose at local, national or international level, and operates independently of government

extremism extreme political or religious views or extreme actions taken on the basis of those views

Australia takes the stance that helping people who are less fortunate is a vital way of supporting **humanitarian principles** and social justice. Apart from showing we care, it is in the interests of our **national security** as it may also help promote stability and prosperity in the region. In addition, it improves our status throughout the world and creates political and economic interconnections with our Asia–Pacific neighbours. Australia's Official Development Assistance (ODA) program is known as Australian Aid.

11.8.5 The Australian Aid program

The Department of Foreign Affairs and Trade (DFAT) manages the Australian government's multi-billion-dollar overseas aid program. To ensure that funds reach those in need, Australian Aid works with Australian businesses, non-government organisations such as CARE Australia, and international agencies such as the United Nations (UN) and the World Bank. In 2022–23, Australia's ODA budget was $4 billion, with the majority of this being earmarked for the Indo–Pacific region, of which Australia is a part (see **FIGURE 4**).

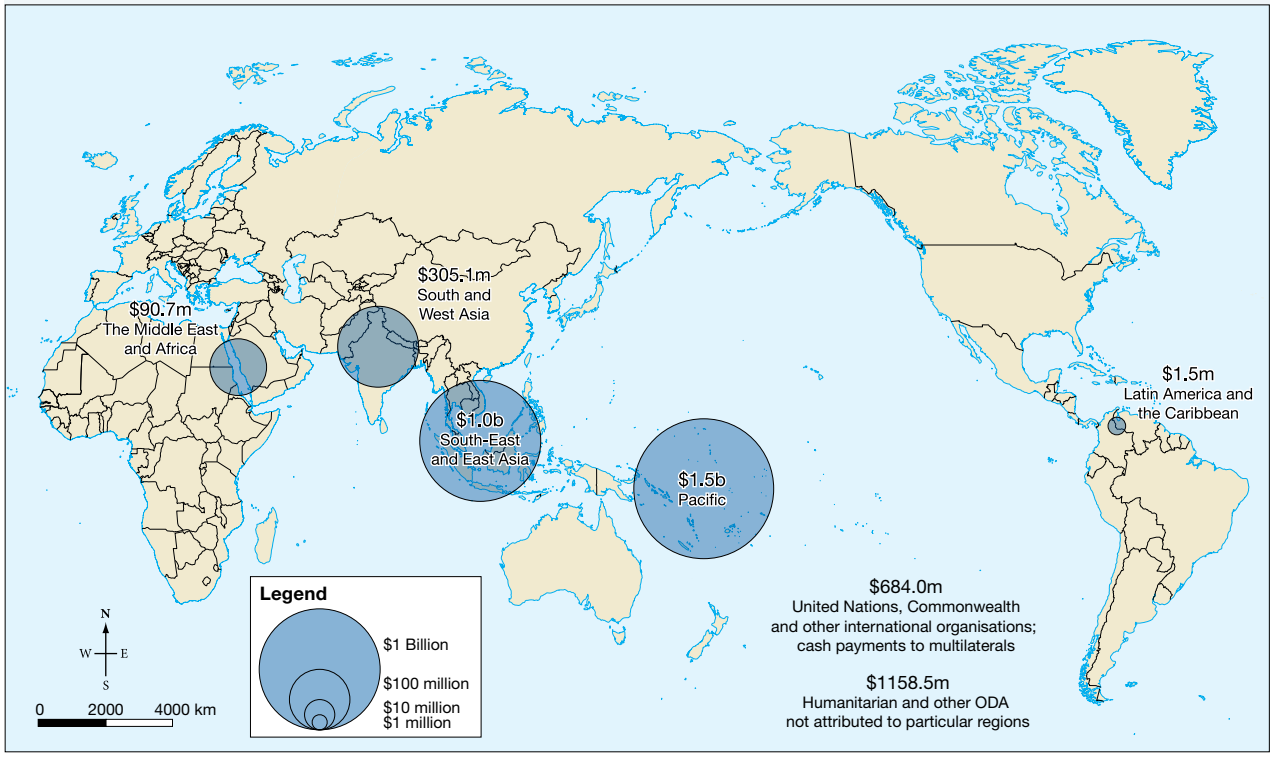
There are various investment priorities within Australia's ODA budget (see **FIGURE 5**). Within these priorities, many programs that target specific areas of need or interest are covered. These include:

- aid to governments for post-conflict reconstruction, as in Afghanistan
- distribution of food through the United Nations World Food Programme
- contributions to United Nations projects on refugees and climate change
- disaster and conflict relief in the form of food, medicine and shelter
- programs by non-government organisations to reduce child labour in developing countries
- funding for education programs
- funding for programs to promote gender equality and improve women's economic and social participation
- support for Australian volunteers working overseas.

humanitarian principles the principles governing our response to those in need, with the main aim being to save lives and alleviate suffering

national security the protection of a nation's citizens, natural resources, economy, money, environment, military, government and energy

FIGURE 4 Australia's aid 2022-23, by region



Source: Based on data from Department of Foreign Affairs and Trade website – www.dfat.gov.au, Australian Official Development Assistance budget summary 2022–23. Map redrawn by Spatial Vision.

DISCUSS

Australia should help its less developed neighbours, not just because it benefits Australia but because it is the right thing to do. Discuss this statement as a class, considering the types of help we should provide and potential limits (if any) that should apply.

int-9083

FIGURE 5 Distribution of Australia's Official Development Assistance (ODA) budget by investment priority, 2023–24

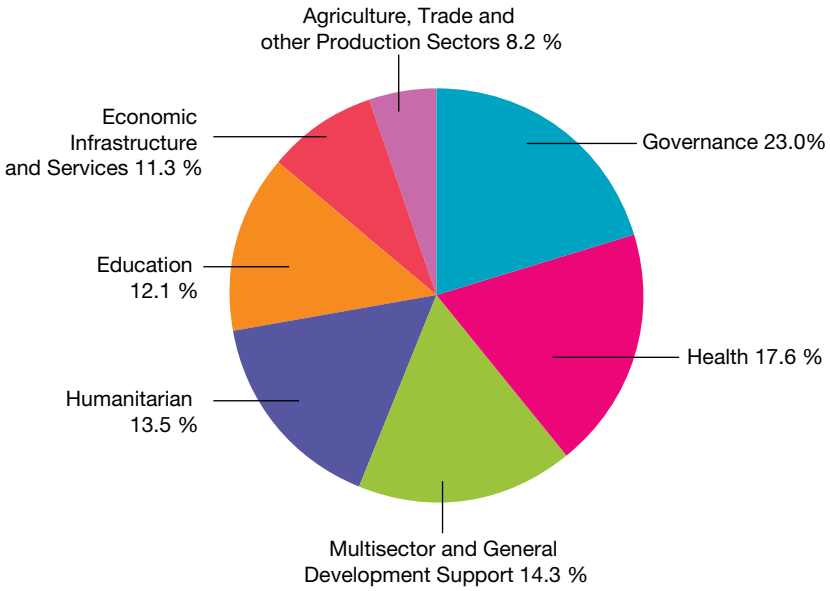


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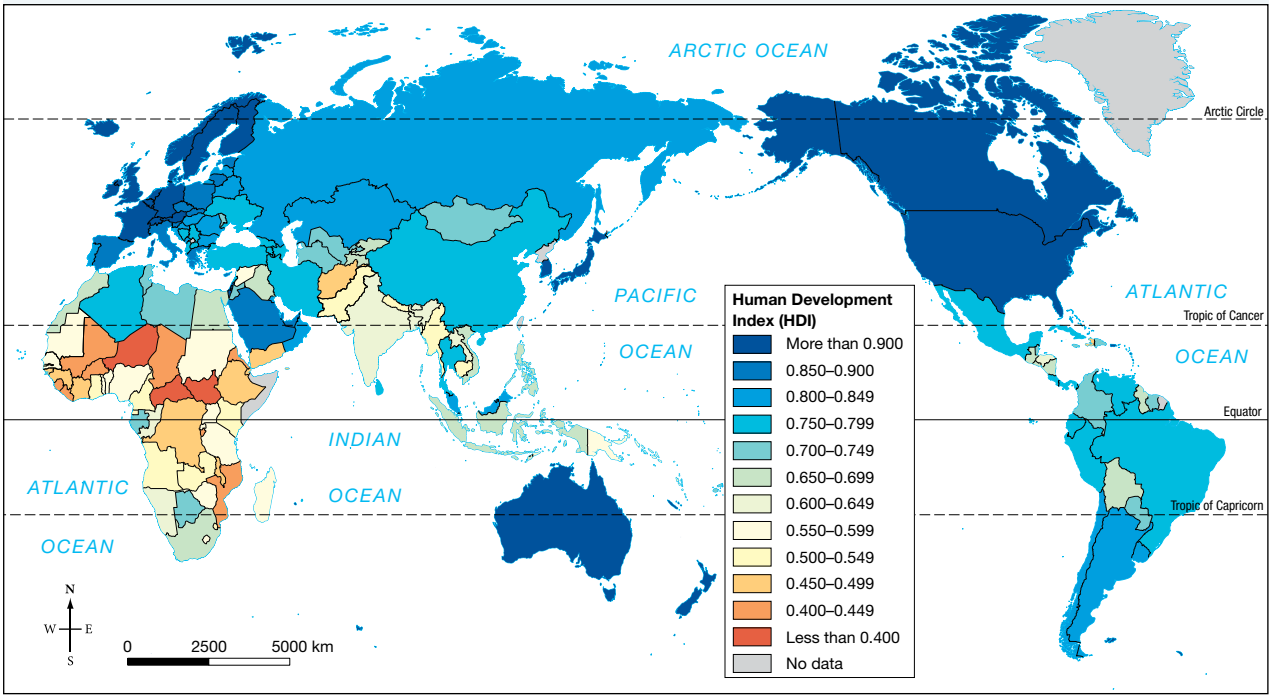
FIGURE 6 The Human Development Index, 2017



Source: Data from UNDP Human Development Reports. Map drawn by Spatial Vision.

The Australian Aid program supports the United Nations Sustainable Development Goals (SDGs). In addition, countries with a low Human Development Index (HDI) score are the target for development assistance. The HDI ranks countries according to life expectancy, education and per capita income. The highest possible score

for a country is 1.0; countries with low HDI ranking score below 0.55 (see **FIGURE 6**). Australian ODA aims to improve the lives of people in such countries through programs and initiatives that seek to build social and economic resilience.

11.8 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

1. Visit your local supermarket and find as many products as you can that carry the Fairtrade symbol.
2. Take pictures of these products and create an annotated world map or collate in a table to show each of the products and where it is produced.

11.8 Exercise

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11.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 6	3, 4, 6, 7, 9	5, 8, 10, 11

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Check your understanding

1. **Select** which of the following is *not* one of the different focus areas across which Australia's ODA budget is distributed.
   - A. General development support
   - B. Health
   - C. Education
   - D. Law enforcement
   - E. Infrastructure and trade
2. **State** which of the following options best describes the spatial distribution of low-HDI countries.
   - A. Predominantly above the Tropic of Cancer
   - B. Predominantly in Europe and North and South America
   - C. Predominantly in Africa and South Asia
   - D. Predominantly in South-East Asia
3. a. **State** which regions of the world receive most of Australia's aid funding.
   - A. Pacific; South and West Asia
   - B. South-East and East Asia; South and West Asia
   - C. Pacific; South-East and East Asia
   - D. Pacific; Humanitarian and other ODA not attributed to particular regions

   b. **Explain** why you think this is so.
4. **Identify** the role of NGOs such as Oxfam in relation to trade.
5. **Justify** why trade can be unfavourable to poorer countries.

Apply your understanding

Communicating

6. **Analyse** and report on the distribution of Fairtrade producer countries.
7. **Identify** the parts of the world in which National Fairtrade organisation countries can be found.
8. **Infer** how awareness of the work of Fairtrade could be increased.
9. **Discuss** how consumers in developed countries may unwittingly support unethical enterprises.
10. **Discuss** the prospect of Australian overseas aid being stopped. What two changes would this have on Australia's reputation in the international community?

Concluding and decision-making

11. **Determine** which elements of the Australian aid program you think will have the greatest impact on the lives of people in the Pacific region. Give reasons for your selection.

LESSON
11.9 How do Australians use technology to communicate and interconnect?

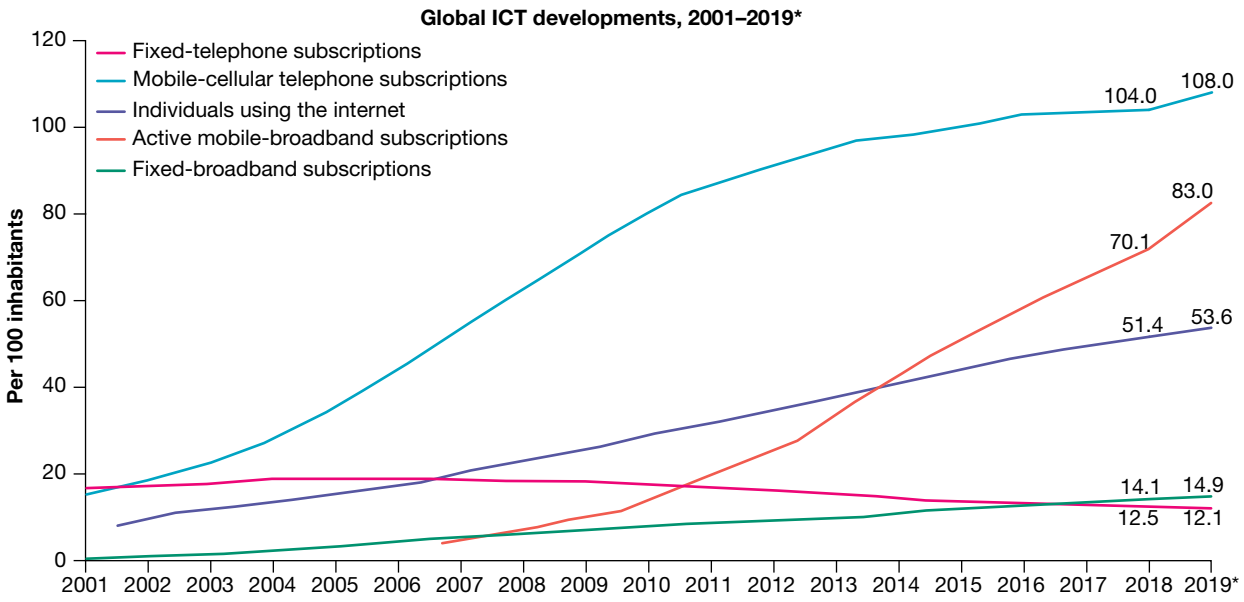
LEARNING INTENTION

By the end of this lesson you should be able to explain the different ways we communicate and interconnect and describe and give examples of how reliant we are on information and communication technologies (ICT). You should also be able to analyse the impact of fast-paced technological change.

TUNE IN

Most likely every household in Australia has at least one computer with connections to the world wide web. Think of all of the advantages computing technology brings to your family and the types of online activities you and your family engage in.

FIGURE 1 The change in our use of technology



Note: *Estimate

Source: ITU World Telecommunication/ICT Indicators database.

1. Explain what the graph shows you about fixed-telephone subscriptions and the other ICT developments. Why do you think these trends of ICT use have occurred?
2. What forms of ICT do you and your family use? Also consider what ICT you use at school in your answer.

11.9.1 Changing communications technology

The information and communications technology (ICT) sector is a rapidly evolving aspect of our lives. Change is ongoing, with new technologies constantly emerging. At the same time, some technologies have been superseded. **FIGURE 1** shows the surge in use of mobile phones and in particular the active (used within last 30 days) use of mobile broadband, compared to the decline of the fixed telephone line.

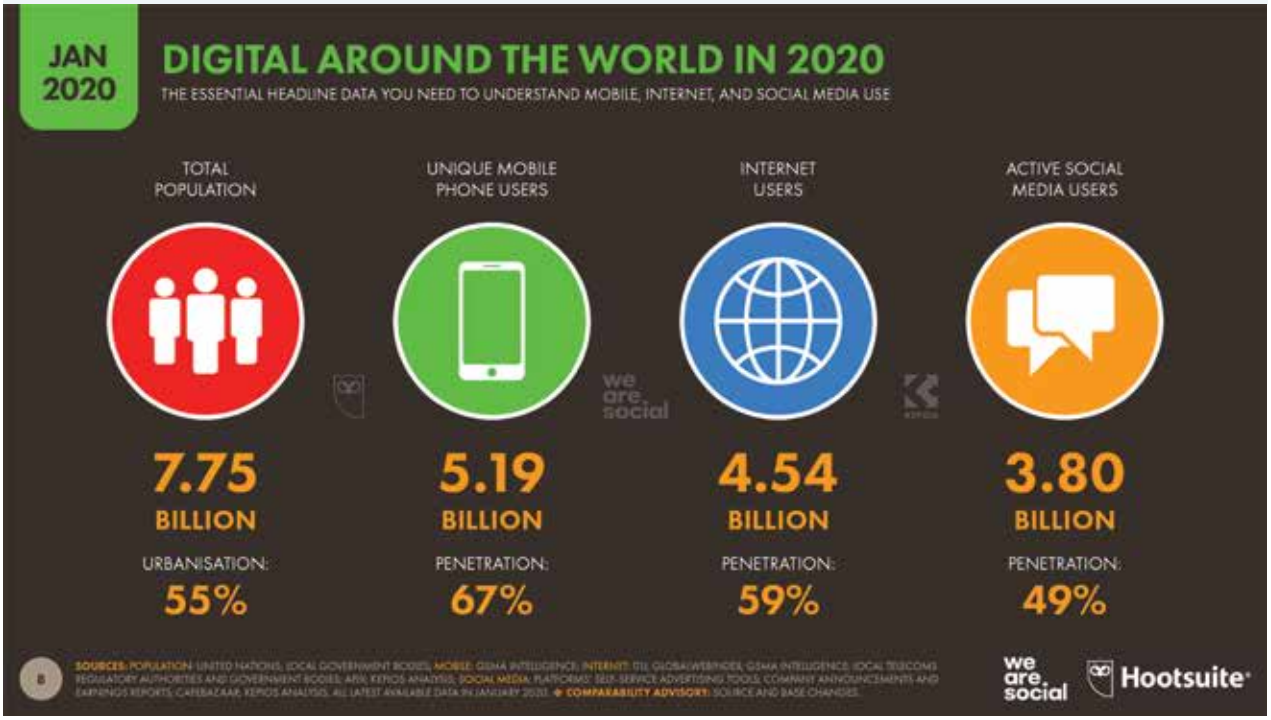
The **world wide web** was developed as a way of accessing and spreading information. It was once simply a means of collaboration and exchanging ideas online. Today it is an enabler that makes our lives connected to almost everything through the internet.

world wide web the global resources and information exchange available to internet users through the use of the Hypertext Transfer Protocol (HTTP)

The first mobile phones in the 1980s were used solely for conversation. Today mobile phones have evolved with a global demand for smartphones — technology that can map travel routes, take photos and videos, act as a diary or notebook, do shopping and banking, participate in gaming, record music, print documents wirelessly, allow face-to-face talking, share documents via the cloud and much, much more. Applications (apps) are being developed at a high rate for the interpretation and use of everything from human health matters, to bird calls, to alerts for disaster management, and so on. Virtual reality is taking us places we have never been.

Although there are more than 750 million adults in the world who lack basic literacy skills, youth culture worldwide has adopted ICT as a mainstream part of life. It has become a fundamental element in the way many of us connect to services and information, and to people in other places. Today, globally, there are more people using the internet on their mobile phones than those using the internet from a stand-alone computer (see **FIGURE 2**).

FIGURE 2 Global users of digital communications, 2020



Source: Hootsuite and We Are Social , 'Digital 2020 Global Digital Overview', 2020, retrieved from https://wearesocial.com/digital-2020.

11.9.2 Global internet connections

connectivity the ability to access the internet

human development measures such as life expectancy, education and economic wellbeing that provide an overall indication of a place's level of development and the standard of living of its inhabitants

Internet **connectivity**, whether via a computer or a mobile phone, is available across the world, but its distribution is not even across regions or within countries. From **TABLE 1** it is clear that the regions with a very high level of **human development**, for example Europe and North America, also have a high level of internet users. The countries of Middle and Eastern Africa with a lower level of human development have fewer people using the internet. Just like internet access, the distribution of mobile phones across the

world is not even. **TABLE 1** shows the **digital divide** between countries and regions, with the top ten countries and the bottom ten countries measured per capita of population using the internet.

digital divide a type of inequality between groups in their access to and knowledge of information and communication technology

TABLE 1 Countries with the highest and lowest population proportion using the internet, 2020. Note that the top ten countries listed all ranked at #1 in the survey.

Rank	Country	Proportion of population	Number of users
Top ten			
1	Bahrain	99%	1 757 245
1	Denmark	99%	5 771 237
1	Iceland	99%	341 440
1	Ireland	99%	4 960 744
1	Kuwait	99%	4 323 655
1	Liechtenstein	99%	37 972
1	Luxembourg	99%	634 066
1	Norway	99%	5 444 901
1	Qatar	99%	2 937 815
1	United Arab Emirates	99%	9 958 440
Bottom ten			
232	North Korea	<0.1%	Data not available
231	Eritrea	8%	291 756
230	Comoros	8.5%	76 724
229	Central African Republic	10.4%	519 202
228	South Sudan	11.4%	1 318 014
227	Somalia	14.1%	2 352 190
226	Niger	14.8%	3 834 599
225	Burundi	15.1%	1 890 007
224	Demographic Republic of the Congo	17.9%	16 888 629
223	Malawi	19.8%	3 969 332

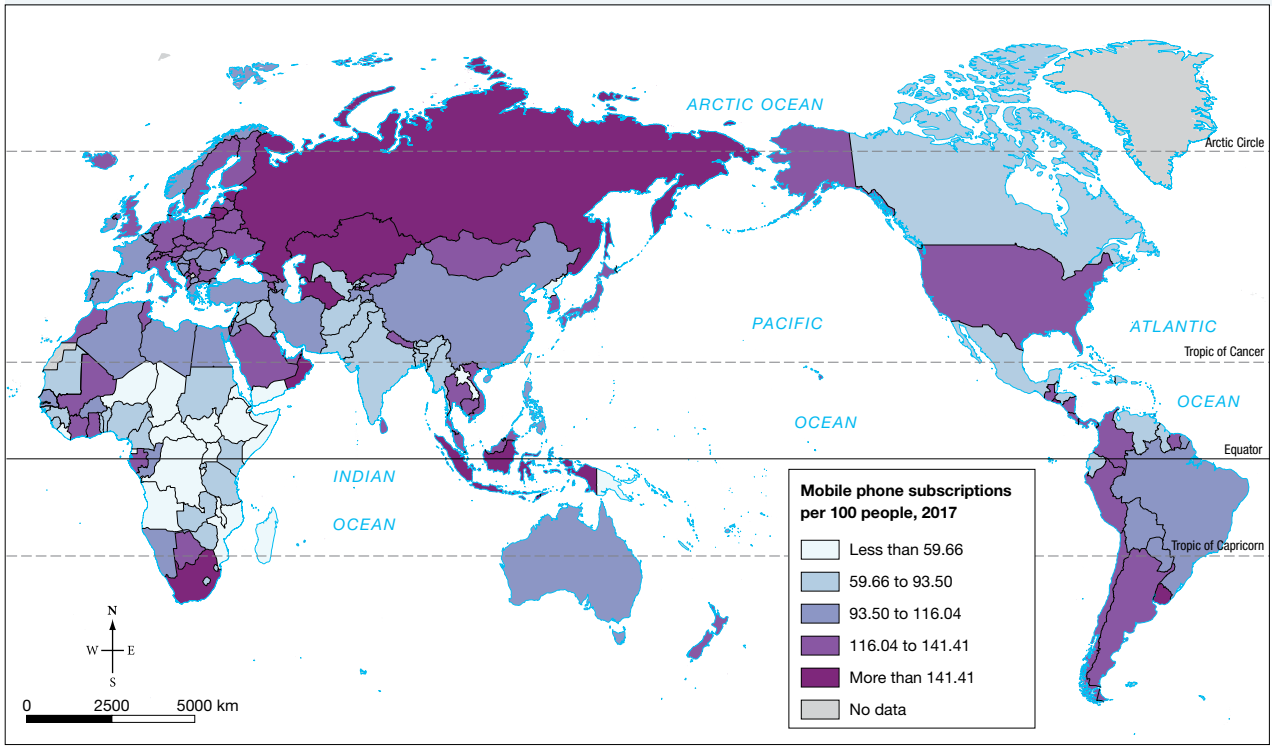
Source: Hootsuite & We Are Social 2022, "Digital 2022 April Global Statshot Report," retrieved from https://wearesocial.com/au/blog/2022/04/more-than-5-billion-people-now-use-the-internet/

In countries with a very high level of economic development there has been a shift to smartphones. In the countries with a lower level of economic development the adoption of the latest technology is not as evident. **FIGURE 4** shows the adoption of mobile phones and smartphones in a few selected countries.

int-7937

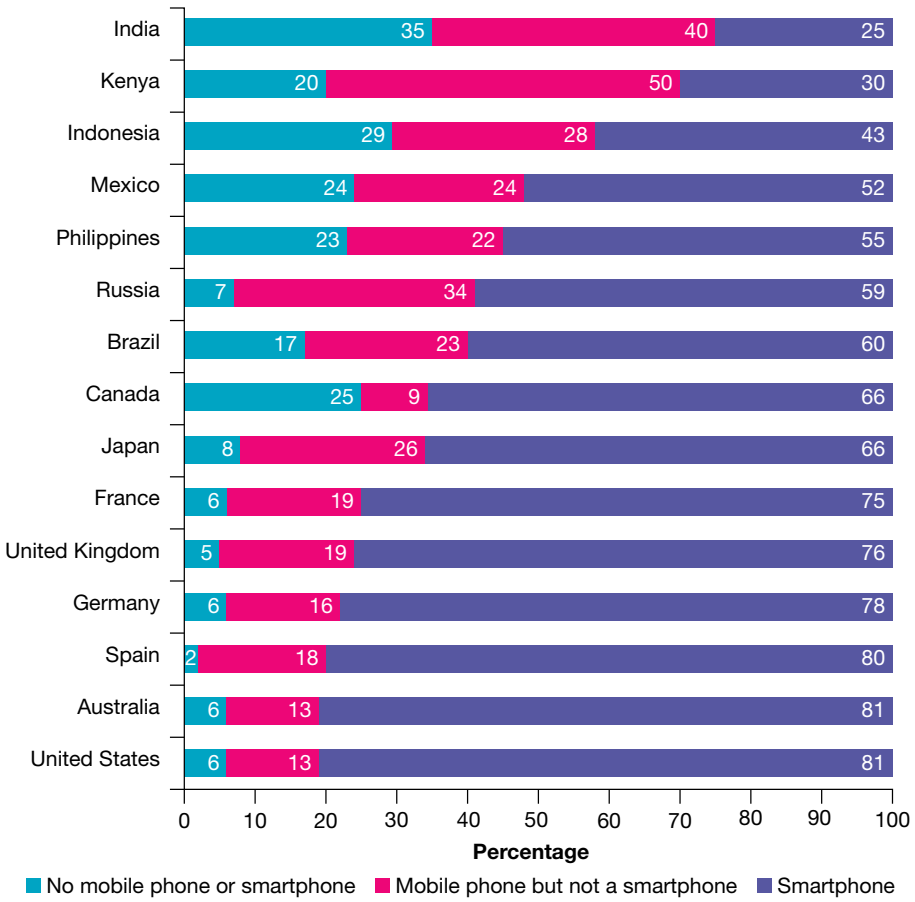
tlvd-10702

FIGURE 3 The distribution of mobile subscriptions per 100 people, 2017



Source: Based on information from JUMIA (2018)

FIGURE 4 The adoption of mobile phones by adults in selected countries, 2018



11.9 SKILL ACTIVITY: Questioning and researching using geographical methods, Interpreting and analysing geographical data and information

Using a world map, find the countries listed in **TABLE 1**.

1. In which parts of the world is the highest proportion of internet use found? **Suggest** a reason for this occurrence.
2. In which parts of the world is the lowest proportion of internet use found? **Suggest** reasons for this occurrence.

11.9 Exercise

learnon

11.9 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 6	5, 7, 8, 9	3, 9, 10, 11

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. The country with the lowest number of people using the internet is:
   - A. North Korea.
   - B. Chad.
   - C. Madagascar.
   - D. Niger.
2. **Determine** whether the following statements are true or false.
   - a. The world wide web is an 'enabler'.
   - b. Internet connectivity is available globally, but its distribution is not even.
   - c. Referring to **FIGURE 2**, it can be said that 4.54 billion people worldwide are active social media users.
3. Is everyone across the world connected to the internet? **Justify** your response with data.
4. **Explain** the initial purpose of the world wide web.
5. **Identify** the parts of the world where the adoption of smartphones been greatest.

Apply your understanding

Interpreting and analysing geographical data and information

6. Using **FIGURE 1**, **describe** the change over time from 2001 to 2019 of the technologies shown.

Communicating

7. **Decide** why it is young people who have adopted technology so readily into their lives.
8. **Predict** if computers will become extinct for communications in the future. **Explain** your view.

Interpreting and analysing geographical data and information

9. Using statistics from **FIGURE 4** to support your answer, **analyse** and then **describe** the level of mobile phone use in:
   - a. India
   - b. Kenya
   - c. Australia.
10. Choose one European country, one African country and one Asian country included in **FIGURE 4** and **hypothesise** the changes to mobile phone adoption that might occur in those countries by 2030.
11. **Discuss** three reasons for the uneven distribution of mobile phones across the world.

LESSON
11.10 What is a digital divide?

LEARNING INTENTION

By the end of this lesson you should be able to explain what a digital divide is, and comment on the use of technology in India.

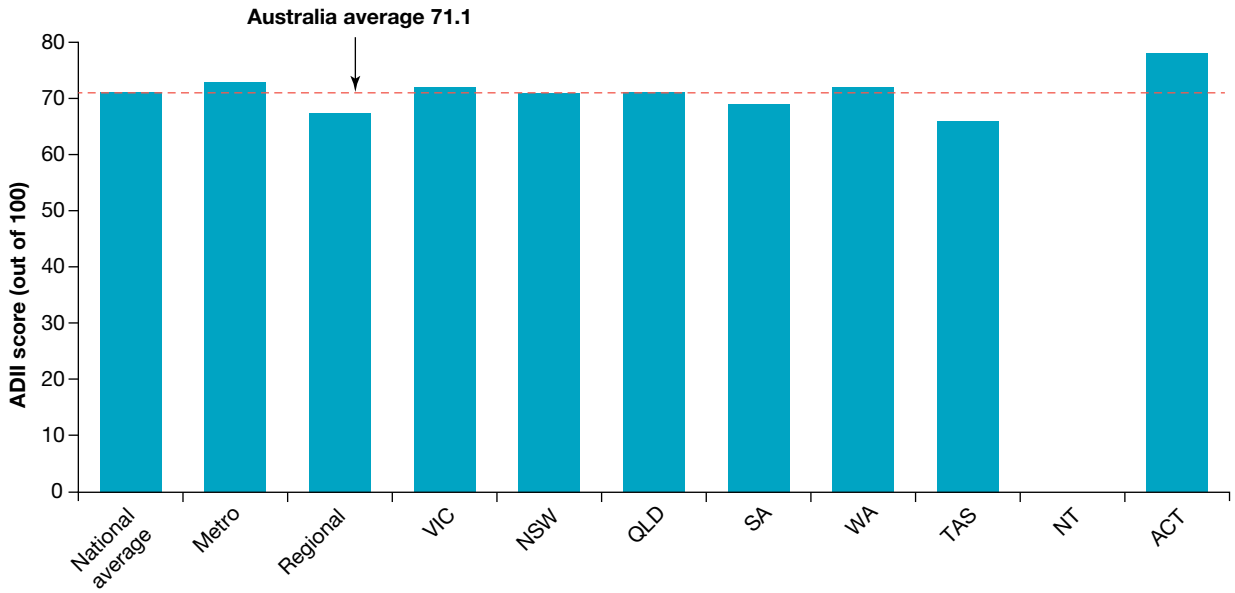
TUNE IN

Do you realise there is a digital divide across the world? Some countries have very poor access to ICT facilities. Consider the notion of digital inclusion across Australia and where your state stands.

int-9085

tlvd-10703

FIGURE 1 Australian Digital Inclusion Index by state, 2021



Source: Thomas, J., Barraket, J., Parkinson, S., Wilson, C., Holcombe-James, I., Brydon, A., Kennedy, J. (2021). Australian Digital Inclusion Index: 2021, Dashboard Dataset Release 1. Melbourne: RMIT and Swinburne University of Technology, and Telstra.

1. Why do you think rural Australia has a lower access rating than capital cities as shown in the graph?
2. Investigate what is meant by the phrase 'the tyranny of distance' and indicate how this can apply to the roll-out of digital technology across Australia.

11.10.1 Australia's digital divide

Australia is an economically developed country. We consider access to the internet a necessity. Australians also expect the technology to be affordable as a proportion of their income. Our ability to adapt to the rapidly changing environment and our high skill levels are such that Australians make good use of their connectivity. However, not everyone in Australia has equal access to the internet. There is a digital divide, whereby some areas experience greater levels of digital inclusion than others. This is particularly so with respect to remote communities when compared to capital cities and regional centres. Nevertheless, in 2021 Australia rated 71.1 out of a maximum of 100 on the Australian Digital Inclusion Index (ADII) (see **FIGURE 1**).

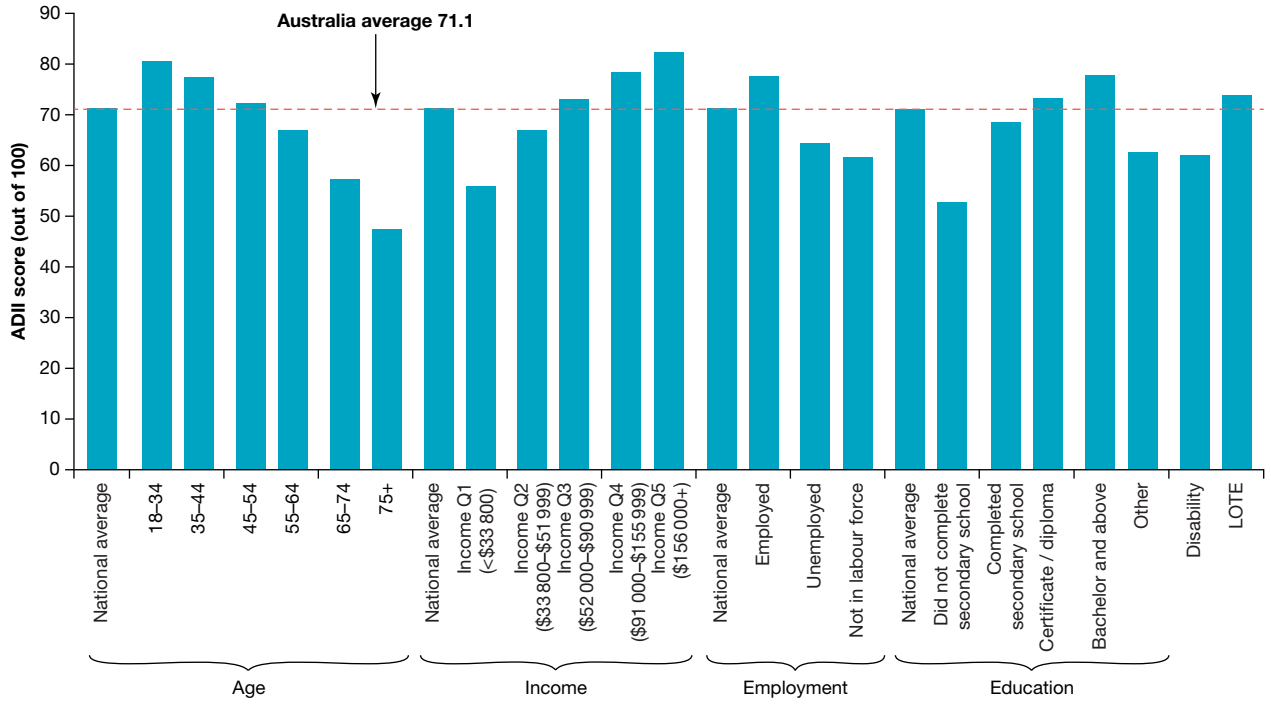
11.10.2 Some Australians are less well connected

In addition to disparities in connectedness based on geographical location, there are also particular groups within Australian society that are more digitally disadvantaged. **FIGURE 2** shows that people with lower incomes, those with no income, those older than 50 years and especially those over 65 and the disabled have a digital inclusion index lower than the Australian average.

int-9086

tlvd-10704

FIGURE 2 Australian digital inclusion by demography, 2021



Source: Thomas, J., Barraket, J., Parkinson, S., Wilson, C., Holcombe-James, I., Brydon, A., Kennedy, J. (2021). Australian Digital Inclusion Index: 2021, Dashboard Dataset Release 1. Melbourne: RMIT and Swinburne University of Technology, and Telstra.

11.10.3 The digital divide in India

India is a medium-level-development country with varying levels of prosperity among its people. In 2017, Indian gross national product (GNP) was relatively low, at US$6353 per person, and 21.2 per cent of the population earned less than US$1.90 per day. However, mobile phone subscriptions are high (85.2 per cent in 2017, with an increase of 39.4 per cent between 2010 and 2016), providing greater connection within India and to the world. Conversely, internet users comprise a much smaller percentage of the population (only 29.5 per cent in 2017). Despite this, ICT is a boom industry in places like Bengaluru and Hyderabad, where many international companies have set up their service industries providing the world with call centres, and conducting research and development within the ICT sector.

11.10.4 ICT in India

Among Asian countries, India is a leader in internet affordability and is ranked third in its readiness for the internet, but poor mobile speed and uneven availability mean that a digital divide does exist within the country. **FIGURE 3** shows the uneven average download speeds across India. The ICT hubs are within the highest-rated areas, although this rate of connection is lower than can be expected in Melbourne, where the average download speed is over 40 Mbps.

FIGURE 3 Broadband speeds across India, 2018

Source: Speedtest® by Ookla®. Analysis by Ookla of Speedtest Intelligence data February 2018.

11.10.5 Bengaluru — a dynamic city

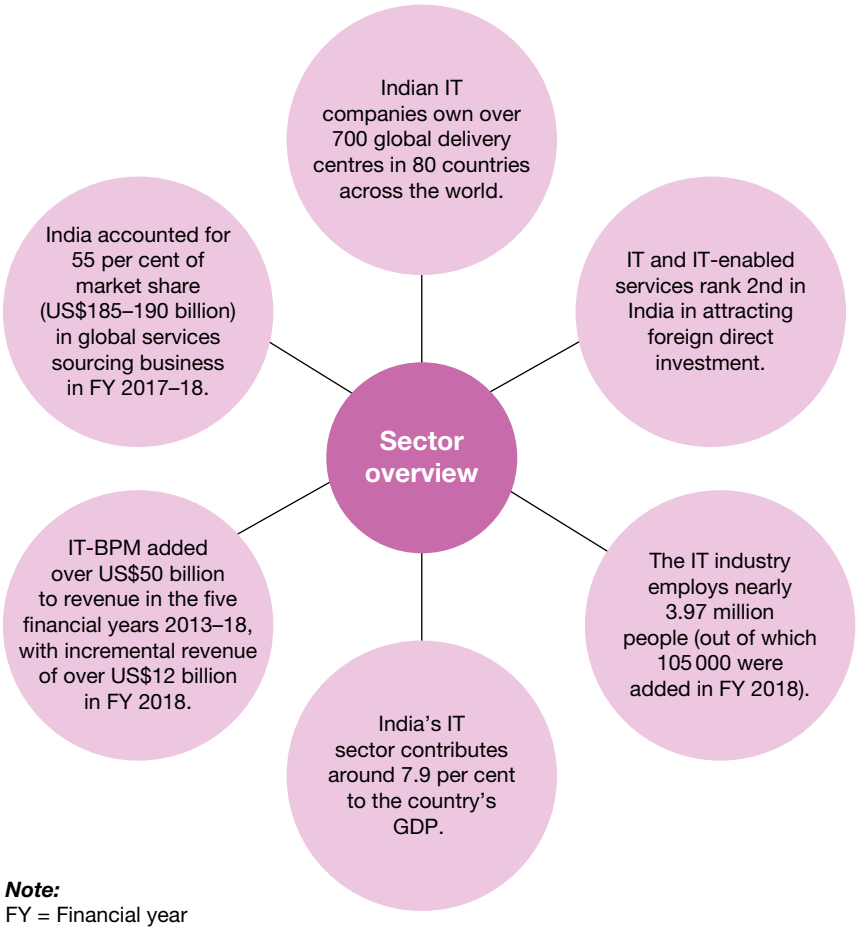
Bengaluru began its role in the ICT world back in the 1980s when two Indian tech companies — Infosys and Wipro — moved their head offices there. Other tech companies followed, growing their businesses around the two firms. This included foreign companies looking to cut costs by employing cheap local ICT developers. The ICT outsourcing model had begun.

FIGURE 4 Modern Bengaluru

Bengaluru is now a modern city. These new jobs raised living standards and attracted educated Indians from across the country, as well as expatriates from across the world. Academic institutions set up alongside the innovative ICT businesses. Indians working elsewhere in the world are bringing their knowledge and skills home. More and more international companies are outsourcing to India because labour costs are lower and skill shortages occur across the world. India also has a large and able English-speaking

workforce (there are more than 80 million English-speakers in India). In 2019, Australia's Telstra launched its Telstra Innovation and Capability Centre in Bengaluru to overcome the skill shortage in Australia. Bengaluru has grown into a major international hub for ICT companies. Since 2018, Bengaluru and Hyderabad (part of India's Silicon Valley) have shared top billing as the world's most dynamic cities, according to a ranking devised by the investment management firm Jones Lang LaSalle.

FIGURE 5 The strength of India's IT sector



Note:
FY = Financial year
IT = Information technology
BPM = Business process management

FIGURE 6 Modern city Hyderabad is part of India's Silicon Valley.

11.10 SKILL ACTIVITY: Interpreting and analysing geographical data and information

The digital divide in Australia occurs across different sectors of our society. Use **FIGURE 2** to **assess** the following:

a. Which sector of Australia's population is furthest from the average Australian inclusion index?
b. Which is more of a hindrance to achieving digital connection: lack of employment or lower level of education?
c. For the disabled group, how accessible, affordable and digitally skilled is their digital connection?

11.10 Exercise

learnon

11.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	5, 6, 7	5, 8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. It is important for the Indian population to speak English. True or false?
2. **Name** the state or territory that has the highest level of digital inclusion.
3. What percentage of the Indian population earns less than US$1.90 per day?
   - **A.** 21.2 per cent
   - **B.** 29.5 per cent
   - **C.** 39.4 per cent
   - **D.** 85.2 per cent
4. **Identify** the Indian cities in which the IT industry is developing rapidly.
5. **Define** the term *digital divide* in your own words.

Apply your understanding

Interpreting and analysing geographical data and information

6. With reference to **FIGURE 1**, **examine** how close each of Australia's states and territories is to the average ADII.
7. Look at **FIGURE 3**. **Describe** the broadband speeds across India.
8. **Consider** what impact India's broadband speeds would have on the establishment of technological companies across the country.

Communicating

9. In what ways does the ICT sector help the economic development of India within the country?
10. In what ways does the ICT sector help the economic development of India with its connection to the world?

LESSON
11.11 Why is e-waste presenting such significant challenges?

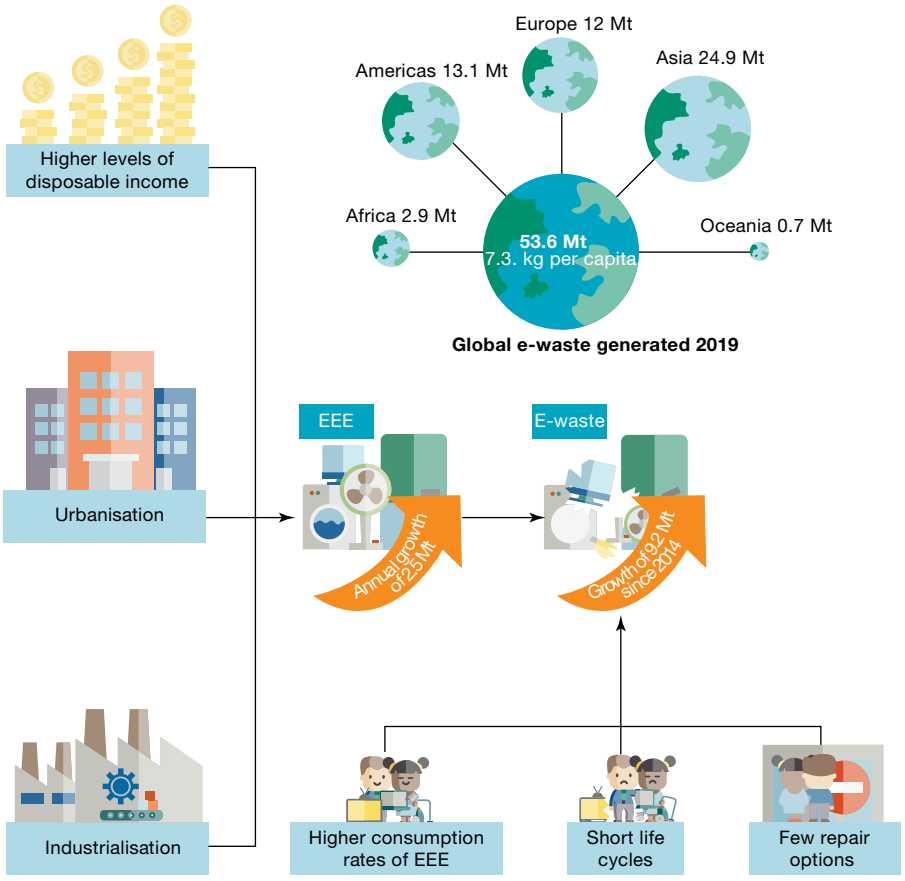
LEARNING INTENTION

By the end of this lesson you should be able to describe the growing level of e-waste that comes with our growing use of ICT and discuss the significant challenges this presents in terms of sustainable disposal and recycling methods that do not pose risks to the health of people and the planet.

TUNE IN

In this modern ICT-oriented world, devices wear out, reach the end of their usable life or are superseded by new forms of technology. The fast rate at which appliances become obsolescent means there is a growing 'mountain' of e-waste around the world.

FIGURE 1 Continents generating the most electronic waste, 2017



Note: Includes discarded products with a battery or plug including mobile phones, laptops, televisions, refrigerators, electrical toys and other electronic equipment

Source: Adapted from Forti V., et al., The Global E-waste Monitor 2020: Quantities, flows and the circular economy potential. United Nations University (UNU)/United, Nations Institute for Training and Research (UNITAR) – co-hosted SCYCLE Programme, International Telecommunication Union (ITU) & International Solid Waste Association (ISWA), Bonn/Geneva/Rotterdam.

1. Which nations are the biggest producers of e-waste and how do you think this e-waste is managed around the world?
2. What items in your home have become e-waste over the last few years and how did you manage that e-waste?

11.11.1 Production and consumption

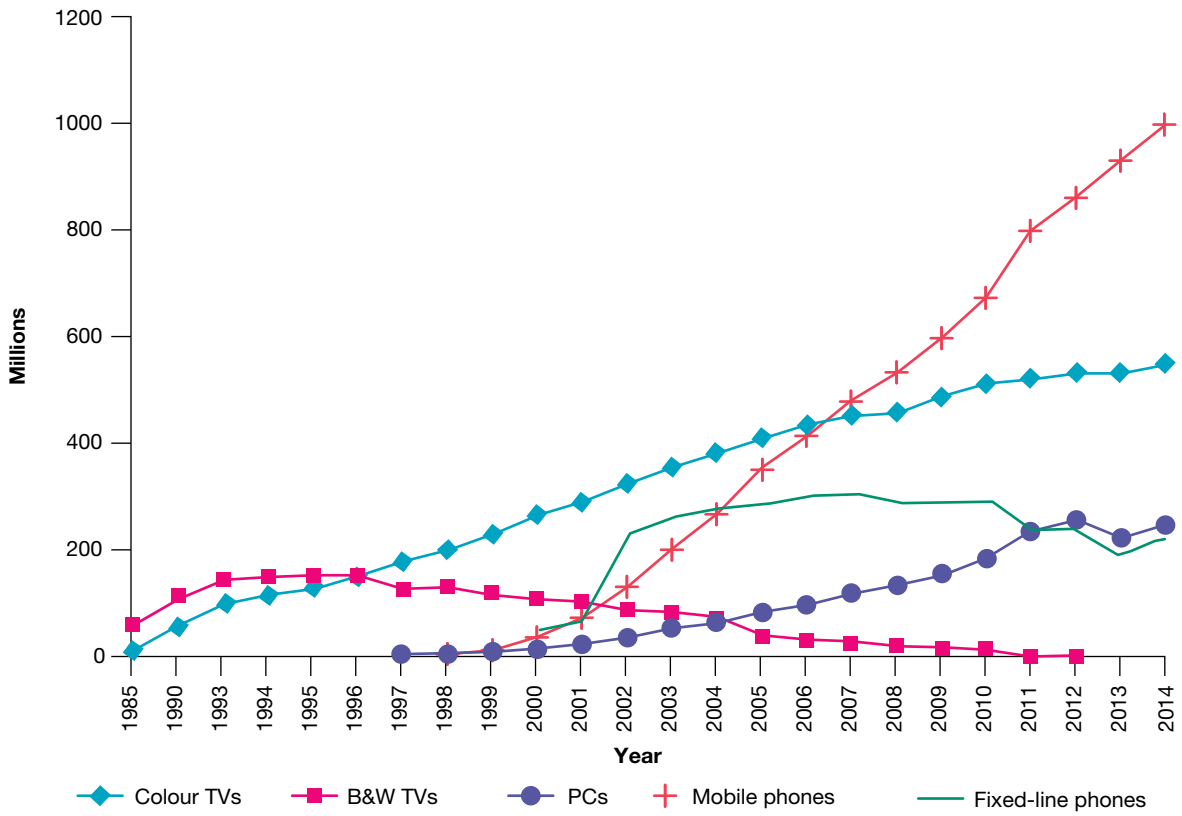
China is one of the largest producers and consumers of electronics. With the short lifespan of some products — the Chinese buy a new mobile phone on average every 18 months — and with advances in technology, there is a growing amount of e-waste, produced both within China and by overseas countries (see **FIGURE 1**). Globally, 59.4 million metric tonnes of e-waste were produced in 2022; it is expected this figure will reach 74.7 million metric tonnes by 2030. For a long time, places like China, India and Ghana have accepted and processed the world's e-waste to enhance their economic development.

11.11.2 The impact of e-waste on people in China

Growth in China's national economy has seen a change in the sale of ICT appliances as its middle class has grown. China generates the highest quantity of e-waste in Asia and in the world — over 70 per cent of all global e-waste is recorded in China. **FIGURES 2** and **3** (a) and (b) show the changes in ICT device ownership and disposal of devices in China over a 30-year period of significant change in China and ICT development around the world.

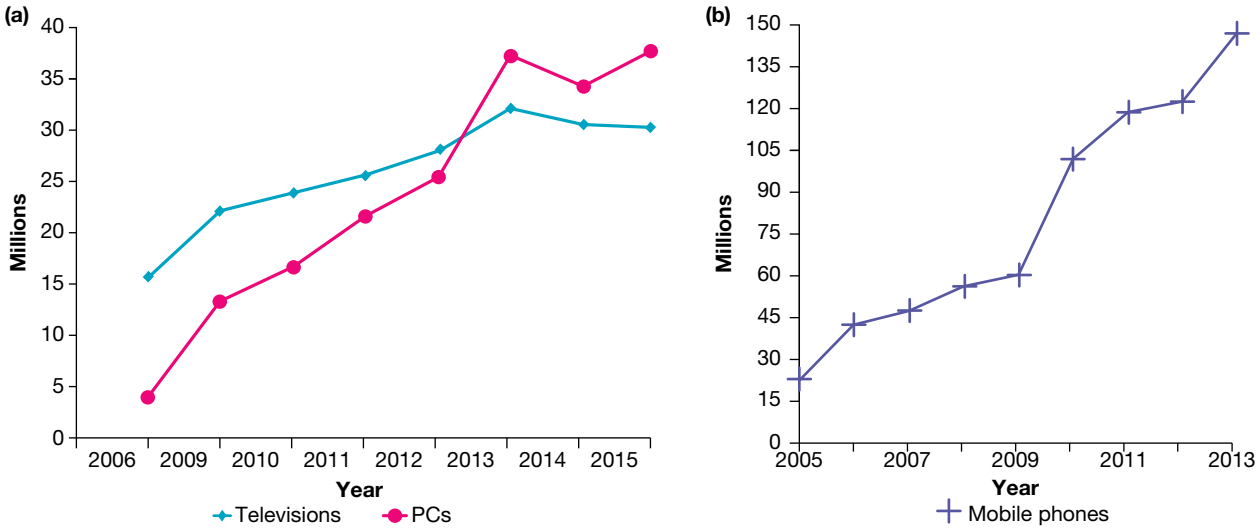
In the domestic market, informal collectors travel door-to-door collecting technological appliances for cash. It is estimated that this mode of collection recovers most e-waste (86 per cent in 2015). Formal collectors are tax-paying businesses or waste stations that buy back old appliances. But the Chinese consumers prefer the informal collectors who offer a higher price and a more convenient service.

FIGURE 2 The change in number and types of ICT devices owned in China over a 30-year period



Source: China Household Electric Appliance Research Institute (CHEARI), White Paper on WEEE Recycling Industry in China, 2015.

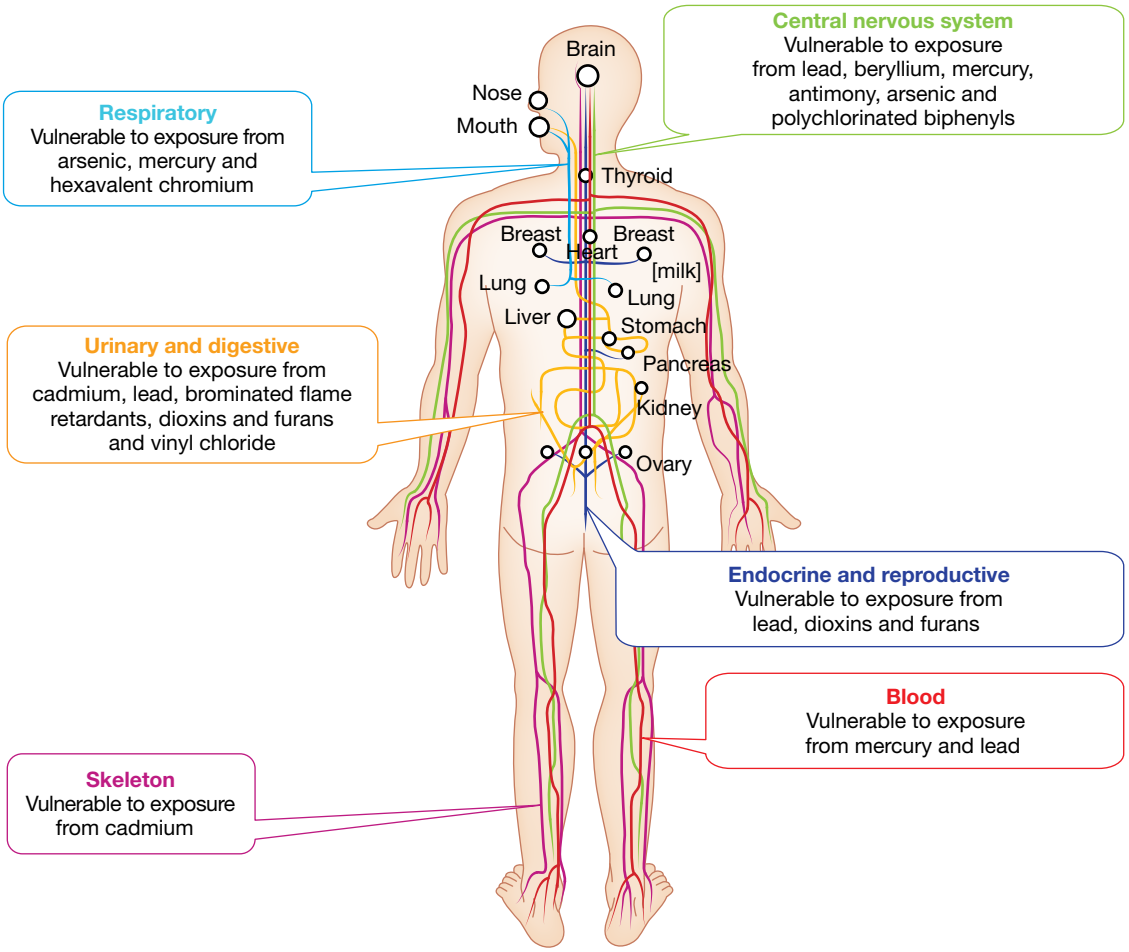
FIGURE 3 Trends in the number of devices discarded annually in China (a) televisions and PCs and (b) mobile phones



Source: (a) Based on data from China Household Electric Appliance Research Institute (CHEARI), White Paper on WEEE Recycling Industry in China 2015. (b) Based on data from Zeng. X. Li,J., Liu,L. 2015. Solving spent lithium-ion battery problems in China: Opportunities and challenges. Renewable and Sustainable Energy Reviews Volume 52, December 2015, 1759–1767

int-9087

FIGURE 4 Health impacts of e-waste on waste workers and people who live near landfills or incinerators



The informal collectors' method of handling the e-waste is a major concern for their wellbeing. In backyards and laneways families sift through the e-waste, exposing themselves to many toxic components. **FIGURE 4** shows the various human body systems and the e-waste components that can affect them. Major exposure to the toxic elements occurs when the e-waste component parts are melted down over open fires to extract gold, copper and silver (**FIGURE 5**). Recent studies have shown that exposure to such toxic components reduces intelligence and has a negative impact on the development of the central nervous system of children.

For many years Guiyu, in Guangdong province, China, was known as the centre for reclaiming e-waste. The livelihood of its residents depended on this business. The air was polluted by an acidic smell, waste water as a by-product flowed into waterways, and soils were contaminated. Local agricultural produce was contaminated by the toxic water used for irrigation. Vegetables further absorbed toxins through their leaf systems, and people ate these vegetables.

Today Guiyu has a number of modern formal recycling plants. The informal collectors have been forced into operating in and through these plants. However, it has not been easy to change people's ways, so regulation and law enforcement have not always been adequate to bring about change.

FIGURE 5 Collectors sort and burn e-waste.

FIGURE 6 Animals graze among e-waste in Guiyu.

11.11.3 The future for e-waste

Since 2014, legislation regarding the management of e-waste has been developed and, to varying degrees, adopted across the globe (see **TABLE 1**). The coverage by legislation has risen from 44 per cent to 66 per cent of the world's population (in 67 countries). India, as a major generator of e-waste, has been leading the way with the adoption of legislation; most African countries, conversely, have done little to address the issue.

11.11.4 Legislation

The existence of policies or legislation does not necessarily imply successful enforcement or the existence of sufficient e-waste management systems. **TABLE 1** lists some of the more significant attempts at e-waste management around the world.

Only 41 countries in the world collect statistics. Measuring e-waste is an important step towards addressing the e-waste challenge. Statistics help to evaluate developments over time, set and assess targets, and identify best practices of policies. Better e-waste data will help to minimise its generation, prevent illegal dumping and emissions, promote recycling and create jobs.

In 2011, the Australian government commenced the National Television and Computer Recycling Scheme (NTCRS). The NTCRS website directs people to places to dispose of e-waste, such as MobileMuster and Planet Ark.

Laws regarding the disposal of e-waste vary between Australian states and territories. On 1 July 2019, Victoria banned the inclusion of e-waste in general garbage collections and curbside collections, preventing e-waste from going to landfill.

South Australia has prohibited the dumping of e-waste in landfill since 2011, and the ACT since 2010. Western Australia has recently reviewed it regulations on e-waste such that it can not longer go to landfill, but rather must be responsibly processed by recycling depots.

FIGURE 7 Increasing mobile phone usage contributes significantly to e-waste.

TABLE 1 E-waste legislation around the world

Policy/legislation	Specific actions
Basel Convention 1994	• Keep the production of hazardous waste as low as possible. • Make suitable disposal facilities available. • Reduce and manage international flow of hazardous waste. • Ensure management of waste is controlled in an environmentally friendly way. • Block and punish illegal movement of hazardous waste.
Buy-back policies	Many countries have tried buy-back schemes, with varying degrees of success.
China's e-waste ban, 2002	Although an official ban was placed on e-waste being shipped into China, it continued to be smuggled in or came across the borders by land. In 2017 China strengthened its ban on e-waste.
International Telecommunication Union	Connect 2030 has taken on board the Sustainable Development Goals, especially Goals 3, 7, 11, 12 and 13, where ICT can be applied.
Kenya e-waste Act	Initiated in 2013 but stalled in parliament, this Act has been replaced by a National E-Waste Management Strategy to cover the period 2019–20 to 2023–24. Its purpose is to prescribe ways to minimise negative impacts of e-waste on the environment and human health.
Global e-waste Statistics Partnership 2017	The International Telecommunication Union, the United Nations University, and the International Solid Waste Association have joined together to improve the collection, analysis and publication of worldwide e-waste statistics, with a view to increasing the awareness of the need for further development in the e-waste industry.
India 2018	Rules were first established in 2011 using the concept of Extended Producer Responsibility whereby the manufacturer is responsible for safe disposal of electronic goods. In 2018 the emphasis was on regulating the dismantlers and recyclers and providing revised collection targets into the future.

on Resources

Interactivity e-wasted (int-3343)
Weblink Survey Monkey

11.11 SKILL ACTIVITY: Communicating

1. Find a selection of five images online to **create** a photo essay showing the lives and work of informal e-waste collectors.
2. **Annotate** each image stating where it is from and what the people are doing. Make sure to include its source details.

11.11 Exercise

learnon

11.11 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4	3, 6, 7, 8	5, 7, 9, 10

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- Receive immediate feedback
- Access sample responses
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Check your understanding

1. **Identify** the correct definition of the term 'e-waste'.
   - A. A wasted version of the web
   - B. All waste
   - C. Any old electrical equipment, such as computers, toasters, mobile phones and iPads, that no longer works or is no longer required
   - D. Websites that are no longer valid.

2. **Identify** the two countries that produce the greatest amount of e-waste.
   - **A.** Japan
   - **B.** United States
   - **C.** China
   - **D.** Australia
3. What proportion of the world's countries has legislation in place regarding e-waste management?
   - **A.** 15 per cent
   - **B.** 25 per cent
   - **C.** 50 per cent
   - **D.** 66 per cent
4. **Recall** the key actions identified in the Basel Convention.
5. **Explain** the importance of statistics in addressing the issue of e-waste management.

Apply your understanding

Interpreting and analysing geographical data and information

6. Has the production of e-waste reflected the consumption of ICT products in China since 2006? **Explain** your answer.
7. China might produce the most e-waste, but its per capita level is low. India also has a low per capita level, although it produces far less e-waste. Try to **explain** this situation.

Communicating

8. **Propose** a set of regulations that might assist the city of Guiyu to replace the culture of informal collection of e-waste in the city. **Suggest** how each regulation might be introduced so that the program is a success.

Concluding and decision-making

9. **Consider** reasons for Kenya's inability to bring into law an e-waste Act.
10. **Generalise** what is meant by the 'need for a global solution to the transboundary issue of e-waste'.

LESSON
11.12 Investigating Topographic Maps — Norway — the best place on Earth

LEARNING INTENTION

By the end of this lesson you should be able to provide examples of why Norway is well ranked on the Human Development Index and identify specific features on a topographic map of part of the country.

11.12.1 Norway's HDI ranking

Norway has consistently held the number one position in the Human Development Index (HDI) rankings for16 of the past18 years. This is largely because of its high levels of development in health, education and the economy. Norway makes up the western part of Scandinavia and shares borders with Sweden, Finland and russia (see **FIGURE 1**).

FIGURE 1 Norway and Scandinavia

Source: Spatial Vision.

Much of Norway's wealth is derived from its location on the North Sea and its proximity to oil. In 2019 Norway ranked fifteenth in the world in oil production, producing almost two million barrels per day. The value to the economy is around A$88 billion, which is 46 per cent of their exports.

Norway has around 40 accredited higher education institutions and several private ones. With the exception of some private university colleges, all higher education institutions are state-run and in general, tuition fees are not required.

Norway spends just under US$10 000 per person per year on health care, the highest in the world. Health care is free for children aged16 or younger, and for pregnant and/or nursing women. Everyone else must pay a fee, which is currently on average US$325 a year. This entitles them to coverage of all immediate healthcare costs in the event of having to be admitted to a hospital's emergency department.

int-8700

FIGURE 2 Topographic map of Ulvik

Legend

- Spot Height
- Building
- Hut
- Helipad
- Index contour
- Contour (interval: 100 m)
- Kommune boundary
- Highway (route no.)
- Major road (tunnel)
- Minor road (tunnel)
- Track
- Private road
- Ferry route
- Railway, station
- River
- Water body
- Forest
- Swamp
- Glacier
- Park or reserve

N, W, E, S

0 5 10 km

Grid: 1 square represents 10km by 10km

Source: Map data based on N1000 Map Data, Norwegian Mapping Authority (2021); elevation data sourced from USGS. Map drawn by Spatial Vision.

Resources

eWorkbook	Investigating topographic maps — The best place on Earth — Norway (ewbk-11576)
Digital document	Topographic map of Ulvik (doc-36371)
Video eLesson	Investigating topographic maps — The best place on Earth — Norway — Key concepts (eles-6126)
Interactivity	Investigating topographic maps — The best place on Earth — Norway (int-8700)
Google Earth	Ulvik, Norway

11.12 Exercise

learnon

11.12 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2	3, 6	4, 5

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. Refer to **FIGURE 1**. **Identify** the capital cities of three Scandinavian countries.
2. **Describe** the location of Norway.
3. **Outline** some of the keys features of the Norwegian government's income and expenditure.

Apply your understanding

Interpreting and analysing geographical data and information

4. Refer to **FIGURE 2**.
   a. Which quadrant has the highest elevation?
   b. What is the aspect of the slope at Brimnes?
   c. **Estimate** the area of the Hardanger Glacier (Hardangerjøkulen) on the eastern side of the map.
   d. What is the gradient between the highest point of the Hardanger Glacier and the spot height 1306 metres just south of Brimnes?
   e. What is the local relief between the highest point of the glacier and the spot height 1306 metres just south of Brimnes?
5. Norway scores highly in a number of other categories as well as those on the HDI. Construct an argument to convince a person to emigrate to Norway.
6. If you were moving to Norway, where would you prefer to live? Provide information about the location you chose from **FIGURES 1** and **2** to help explain your decision.

LESSON
11.13 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

11.13.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

11.2 How do perceptions of land vary?

- Land means different things to different people.
- People with traditional cultural ways of living often have strong connections to the land through their agricultural practices.
- Our understanding of land is not always the same as that in agriculture-based societies.

11.3 How do we access places?

- Public transport plays a vital role in connecting people and places.
- Active travel, such as cycling or walking, has become a mainstream mode of transport in modern life.
- The '20-minute neighbourhood' concept in urban planning aims to achieve living spaces in which people can walk to access all the key requirements of daily life.

11.4 INQUIRY: Designing a sustainable garden

- What does it mean to be sustainable?
- What is sustainable gardening?
- How can sustainable gardening be implemented in a school environment?
- How can a sustainable landscaped leisure area be developed to suit student needs?

11.5 How is Australia connected globally through export and import trade?

- Technological developments have seen the reduction in time taken to connect with distant places.
- Cruise ship travel has become increasingly popular.
- Air travel has become faster, more frequent and cheaper, making it an increasingly accessible way for people to connect with faraway places and people.

11.6 How does trade connect us?

- Countries of the world are interconnected through trade in goods and services.
- Different countries, because of their level of economic development, have varying levels of consumption of goods and services.

11.7 What is Australia's contribution to the global trade industry?

- Australia is a member nation of the major organisations that control world trade, such as the World Trade Organization (WTO).
- The production of goods can have significant impacts on the environment, requiring careful management of water and soil resources to achieve sustainability.
- Globalisation has led to a change in manufacturing such that goods are now more likely to be produced in developing countries where labour costs are low.

11.8 Is international trade fair?

- The fair trade movement aims to improve the lives of small producers in developing nations by paying a fair price to artisans and farmers who export goods
- The fair trade labelling system is operated by Fairtrade International. The system works to ensure that income from the sale of products goes directly to farmers, artisans and their communities.
- NGOs such as Oxfam and World Vision also support fair trade and oppose socially unjust trade agreements.

11.9 How do Australians use technology to communicate and interconnect?

- The world of ICT is constantly developing and changing.
- The internet is not evenly accessible across the world.
- There is a clear link between access to the internet and mobile phones.

11.10 What is a digital divide?

- Not all Australians have equal access to digital technology.
- Mobile phone subscriptions are high in India, but the internet has less penetration.
- Regional and rural areas in both Australia and India have less access to technology.

11.11 Why is e-waste presenting such significant challenges?

- China is one of the largest producers and consumers of ICT appliances.
- E-waste disposal has had an impact on the environment, which has in turn affected people.
- E-waste legislation is unevenly implemented across the world but does not always work.

11.12 Investigating topographic maps — Norway — the best place on Earth

- Due to high levels of development in health, education and the economy, Norway has consistently held the top position in the Human Development Index.
- Many factors are considered when ranking a country 'the best in the world'.

11.13.2 Key terms

active travel making journeys via physically active means, such as cycling or walking

barter to trade goods in return for other goods or services rather than money

connectivity the ability to access the internet

ethnicity cultural factors such as nationality, culture, ancestry, language and beliefs

digital divide a type of inequality between groups in their access to and knowledge of information and communication technology

developing countries nations with a low living standard, undeveloped industrial base and low human development index relative to other countries

infrastructure the facilities, services and installations needed for a society to function, such as transportation and communications systems, water pipes and power lines

extremism extreme political or religious views or extreme actions taken on the basis of those views

human development measures such as life expectancy, education and economic wellbeing that provide an overall indication of a place's level of development and the standard of living of its inhabitants

humanitarian principles the principles governing our response to those in need, with the main aim being to save lives and alleviate suffering

national security the protection of a nation's citizens, natural resources, economy, money, environment, military, government and energy

non-government organisation (NGO) a group or business that is organised to serve a particular social purpose at local, national or international level, and operates independently of government

offshore to relocate part of a company's processes or services overseas in order to decrease costs

perception the process by which people translate sensory input into a view of the world around them

social justice a principle applied so that a society is based on equality, the appreciation of the value of human rights and the recognition of the dignity of every human being

trade barrier government-imposed restriction (in the form of tariffs, quotas and subsidies) on the free international exchange of goods or services

trading partner a participant, organisation or government body in a continuing trade relationship

value adding processing a material or product and thereby increasing its market value

world wide web the global resources and information exchange available to internet users through the use of the Hypertext Transfer Protocol (HTTP)

11.13.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Exciting or dull, familiar or strange? How can the same place look and feel different for each person?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10632)
Reflection (ewbk-10647)
Crossword (ewbk-10648)

Interactivity Connecting with our places crossword (int-7649)

11.13 Review exercise

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Multiple choice

1. What factors might influence your understanding of a place?
   - A. You might hold cultural beliefs that influence your connection to land.
   - B. You might not understand a place very well and find it unfamiliar or strange.
   - C. Your religious beliefs might set rules about how you should treat a specific place.
   - D. All of the above
2. What is *not* one of the benefits of air freight?
   - A. It is quicker than shipping.
   - B. It allows for easier trade in perishable items over long distances.
   - C. It facilitates 'just in time' manufacturing.
   - D. It is more cost-effective than shipping by sea.
3. How is household final consumption per person calculated?
   - A. Multiplying the amount spent on all goods and services within a country for a year, divided by the total population of the country
   - B. Adding the amount spent on all goods and services within a country for a year, divided by the total population of the country
   - C. Adding the amount spent on all goods and services within a country for a year, divided by the number of households in the country
   - D. Adding the amount spent on all goods and services within a country for a month, divided by the total population of the country
4. What does the term *value adding* mean?
   - A. Inflating the price of goods or services for specific customers
   - B. Absorbing the environmental costs of a product to minimise its impact
   - C. Increasing a product's market value by processing or changing it
   - D. Charging an additional fee to import products
5. Why did the COVID-19 pandemic affect the international rock lobster market?
   - A. Rock lobsters caught the disease and died.
   - B. A significant number of lobster fishermen were quarantined.
   - C. Local markets closed down.
   - D. Export to China decreased significantly.
6. Which of these countries was *not* one of Australia's top ten trading partners in 2019–20?
   - A. China
   - B. India
   - C. Canada
   - D. Germany

7. What was Australia's largest export commodity in 2019–20?
   - A. Education-related travel
   - B. Gold
   - C. Iron ore and concentrates
   - D. Beef
8. Which government body manages Australia's overseas aid program?
   - A. The United Nations
   - B. The Department of Trade
   - C. The Department of Homeland Security
   - D. The Department of Foreign Affairs and Trade
9. What proportion of Australia's aid budget was spent on education in 2019–20?
   - A. 16 per cent
   - B. 19 per cent
   - C. 20 per cent
   - D. 37 per cent
10. Higher levels of smartphone adoption tend to occur in:
   - A. countries with low levels of human development.
   - B. countries with high levels of human development.
   - C. countries with limited internet access.
   - D. countries with small populations.

Short answer

Communicating

11. How can stereotypes affect how we 'see' a place?
12. What are the benefits for a community that can walk to satisfy its daily needs?
13. a. **Describe** the types of disabilities that would make it most difficult to travel on public transport.
    b. Choose one of these types of disability and explain why it would make using a specific type of public transport difficult (e.g. train, bus, tram, ferry).
14. Come up with a plan for improving transport in your region.
    a. **Explain** what kind of services your community needs.
    b. **List** the stakeholders who would need to be involved in order to make your dream a reality.
15. a. **Identify** one way that people living in remote places in Australia can be connected to the world through the use of technology.
    b. **List** how this interconnection might benefit people living in remote communities.
16. **Explain** why providing international aid might be in the interests of Australia's national security.
17. **Identify** and **describe** one trend in the spatial distribution of internet users around the world.

Concluding and decision-making

18. **Consider** the factors affecting access to the internet in Australia. In your view, which of these factors would be most difficult for an individual to overcome? **Present** an argument to **justify** your decision.
19. **Propose** and **explain** one strategy that might be put in place to ensure that e-waste in your community is recycled.
20. Land means different things to different people. What factors influence the way you feel and think about the place you live? You could answer this question on a local, national or international scale.

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12 Connecting people and place

LESSON SEQUENCE

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LESSON
12.1 Overview

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Can the tourism choices we make today be managed sustainably, to have a positive impact on economy, society and the environment?

12.1.1 Introduction

For Australians in the 1950s and 1960s, overseas travel was an exotic, time-consuming and expensive adventure that for many was simply beyond their reach. Fast forward to 2020 and nearly 60 per cent of the Australian population owns a passport. Whether at home or abroad, travel is an important part of modern life.

The World Tourism Organization estimates that by 2030, five million people will travel each day. Where will these people go and what will influence their choices? What impact will these choices have on the places they visit? Spending time in a new location helps us to feel that we know and understand the place, people and culture, but what kinds of other connections do travelling and tourism create?

FIGURE 1 People move to and from different places for many reasons

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10650)
Video eLesson Moving around (eles-6001)

LESSON
12.2 How is tourism important?

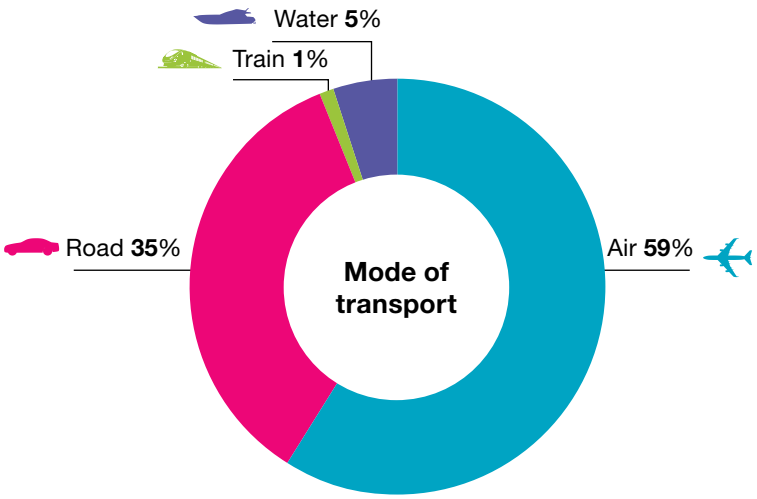
LEARNING INTENTION

By the end of this lesson you should be able to define what is meant by tourism and explain factors that shape the growth and changing trends in tourism.

TUNE IN

The COVID-19 pandemic had a dramatic impact on the ability of people to travel. Now that borders have re-opened, the tourism industry is rebounding. **FIGURE 1** shows the main methods people use to reach their destination.

FIGURE 1 How did people reach their destination in 2019?



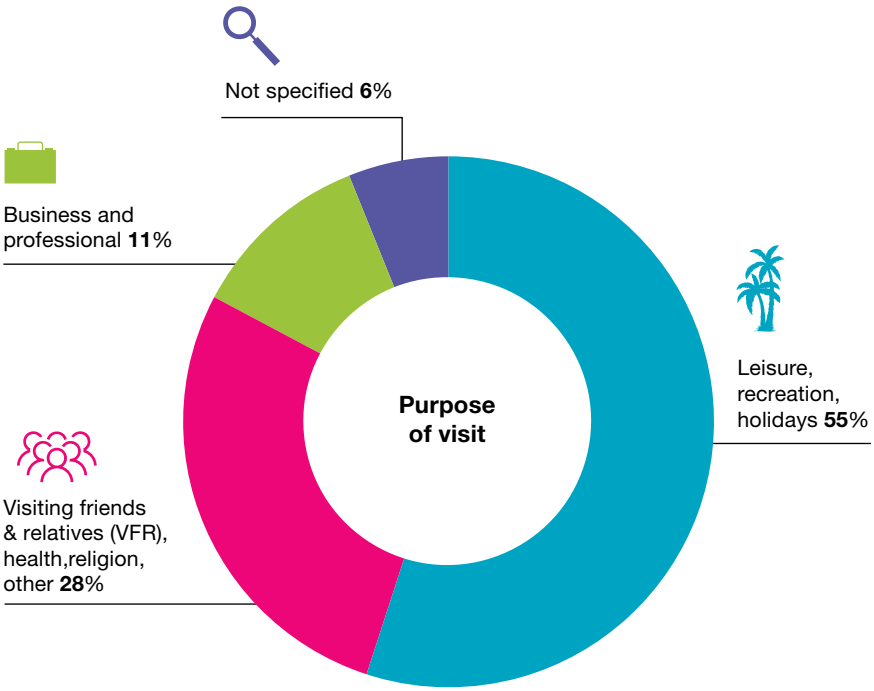
Source: World Tourism Organization (2021), International Tourism Highlights, 2020 Edition, UNWTO, Madrid, p. 9, 15 DOI.

1. Survey your class and record the answers in an Excel spreadsheet.
   a. When was the last time you travelled and where did you go?
   b. What was the purpose of this travel?
   c. How did you reach your destination?
   d. What did you do while you were away?
2. Create pie graphs using your statistics from questions 1b and c.
3. Compare your graph for question 1c to **FIGURE 1.**
   a. Highlight any similarities or differences.
   b. Why do you think the graphs are similar or different?

12.2.1 Defining tourism

The World Tourism Organization defines tourism as the temporary movement of people away from the places where they normally work and live. This movement can be for business, leisure or cultural purposes (see **FIGURE 2**), and it involves a stay of more than 24 hours but less than one year.

FIGURE 2 Purpose of people's travel, 2019



Source: World Tourism Organization (2020), UNWTO International Tourism Highlights, 2020 Edition, UNWTO, Madrid, p. 9, DOI: https://www.e-unwto.org/doi/epdf/10.18111/9789284422456.

12.2.2 Types of tourist

People travelling for leisure have different interests, reasons for travel and preferred ways of approaching the travel experience. **FIGURE 3** identifies some of the key characteristics of different types of tourists and how they like to travel, and **FIGURE 4** illustrates the location of some of the different types of popular tourist destinations.

FIGURE 3 Four kinds of tourist

Organised mass tourist	Individual mass tourist
• Least adventurous • Purchases a package with a fixed itinerary • Does not venture from the hotel complex alone; is divorced from the local community • Makes few decisions about the holiday	• Similar to the organised mass tourist and generally purchases a package • Maintains some control over their itinerary • Uses accommodation as a base and may take side tours or hire a car

The explorer	The drifter
• Arranges their own trip • May go off the beaten track but still wants comfortable accommodation • Is motivated to associate with local communities and may try to speak the local language	• Identifies with local community and may live and work within it • Shuns contact with tourists and tourist hotspots • Takes risks in seeking out new experiences, cultures and places

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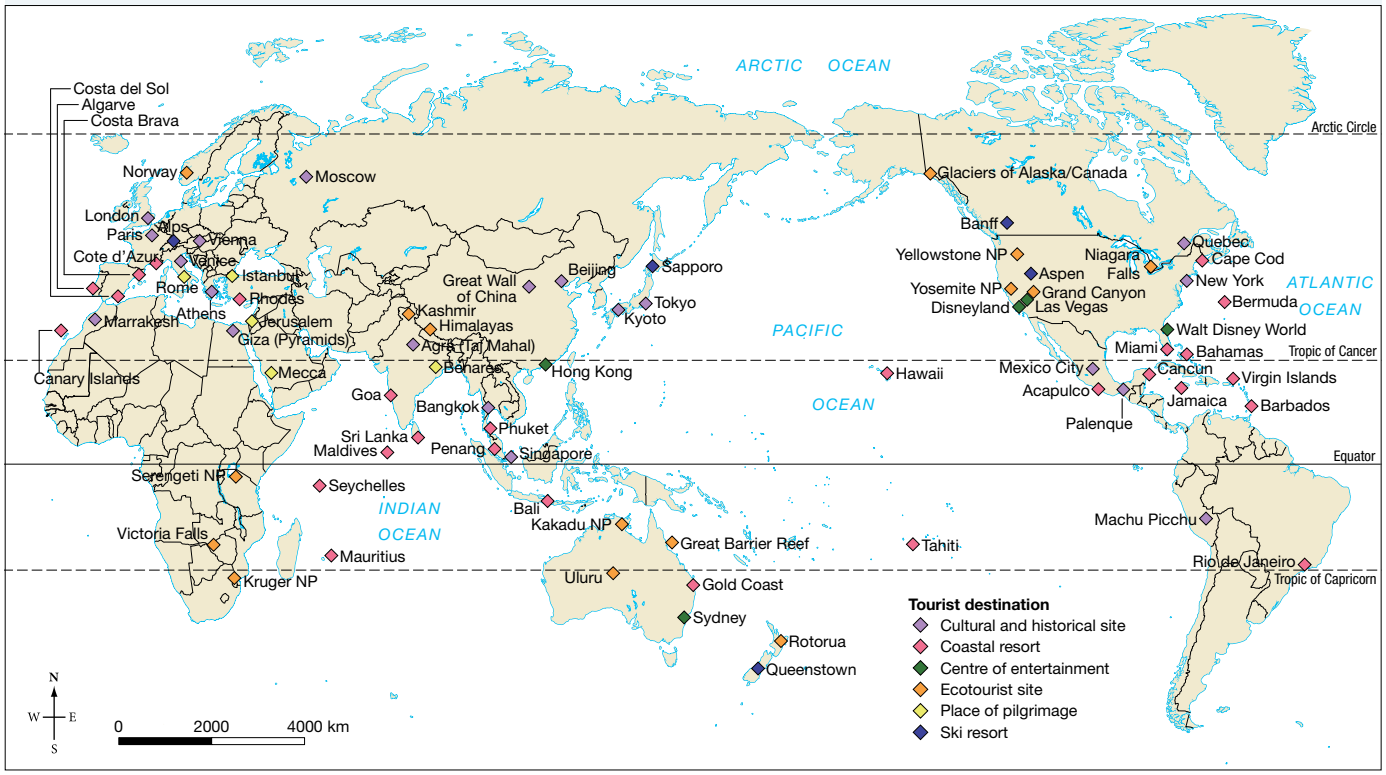
FIGURE 4 Types of tourist destinations



Source: Map drawn by Spatial Vision.

Trends in tourism: medical procedures

Medical tourism involves people travelling to overseas destinations for medical care and procedures. The low cost of travel, advances in technology and lengthy waiting lists caused by the increased demand for elective surgery are turning medical tourism into a multi-billion-dollar industry. In 2020, the global medical tourism market was valued at US$54.4 billion and, with an annual growth rate of approximately 25 per cent, is expected to rise to more than US$200 billion by 2027.

FIGURE 5 A medical tourist has heart surgery in Bangkok International Hospital while one of the world's leading heart surgeons supervises.

While people once travelled overseas only for cosmetic procedures such as facelifts and 'tummy tucks', the range of services offered has expanded dramatically over recent years to include fertility treatments, complex heart surgery and orthopaedic procedures, such as knee and hip replacements.

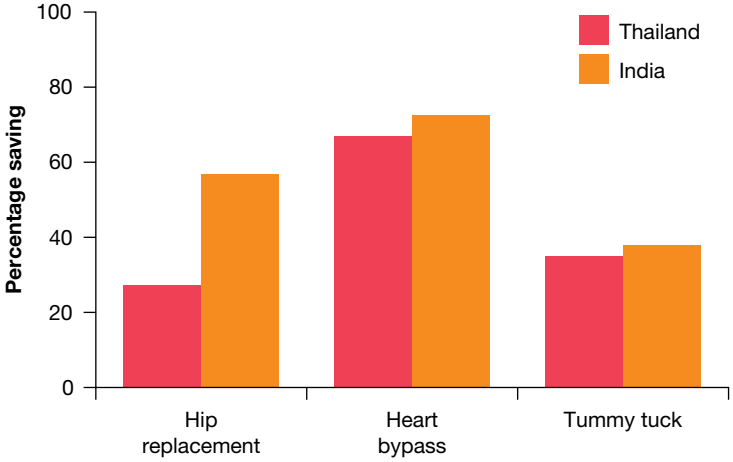
Countries all over the world are attracting patients for a variety of reasons. In some instances, it is the high standard of medical care or the outstanding reputation of a particular facility that attracts people, while for others it is the savings to be made and the opportunity to include a holiday and luxury accommodation as part of the package.

Asia is the market leader in the medical tourism industry, with Thailand being the most popular destination, offering savings of up to 70 per cent over having the same procedure in Australia. The savings allow medical tourists to afford the best private hospitals Thailand has to offer and luxury accommodation for after-care. India is now the third most favoured destination in Asia and has the added attraction of offering a medical tourist visa that allows a spouse or other relative to stay with the patient. Hospitals in both countries are staffed by doctors trained in western countries or Singapore.

Medical tourists are prepared to pay more and have their procedure performed in Thailand as more services are available and the overall tourism experience is considered better. **FIGURE 6** illustrates the savings to be made by having selected medical procedures in carried out in Asia rather than in Australia.

Singapore is now the second ranked destination for medical tourism, due to the high standard of care and new innovative 'stem cell' treatments being offered. Tourists choosing this destination are looking for the best medical treatment available rather than cost savings. **FIGURE 7** shows the savings when a variety of medical treatments are undertaken in Malaysia, when compared to the United States, Thailand or Singapore. With medical tourism expected to add millions to Asian economies per year, it is not surprising that there has been a dramatic increase in the number of facilities delivering these services, as well as medical tourism travel companies to plan every aspect of the would-be traveller's itinerary.

FIGURE 6 Cost savings that can be made by having medical treatment in Asia versus Australia



Source: Adapted from Cosmetic Surgeon India and Rowena Ryan/News.com.au.

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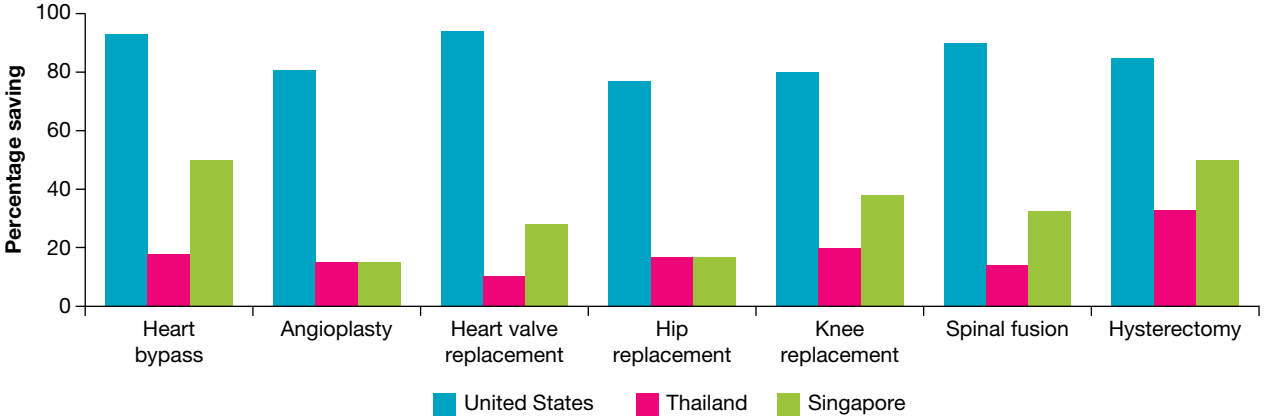
FIGURE 7 Cost savings that can be made by having medical procedures carried out in Malaysia versus the United States, Thailand and Singapore



Source: Adapted from Cosmetic Surgeon India and Rowena Ryan/News.com.au

12.2.3 The economic importance of tourism

Tourism is one of the world's largest industries and, as such, an important component in world economies. One in 11 jobs worldwide is linked either directly or indirectly to the tourism industry and in 2019 tourists added US$9.2 trillion to the global economy.

Globally about 10 per cent of **gross domestic product (GDP)** is directly linked to the tourism industry; for many developing countries it is the primary source of income. The flow-on benefits in the development of infrastructure and the cultural exchange are enormous.

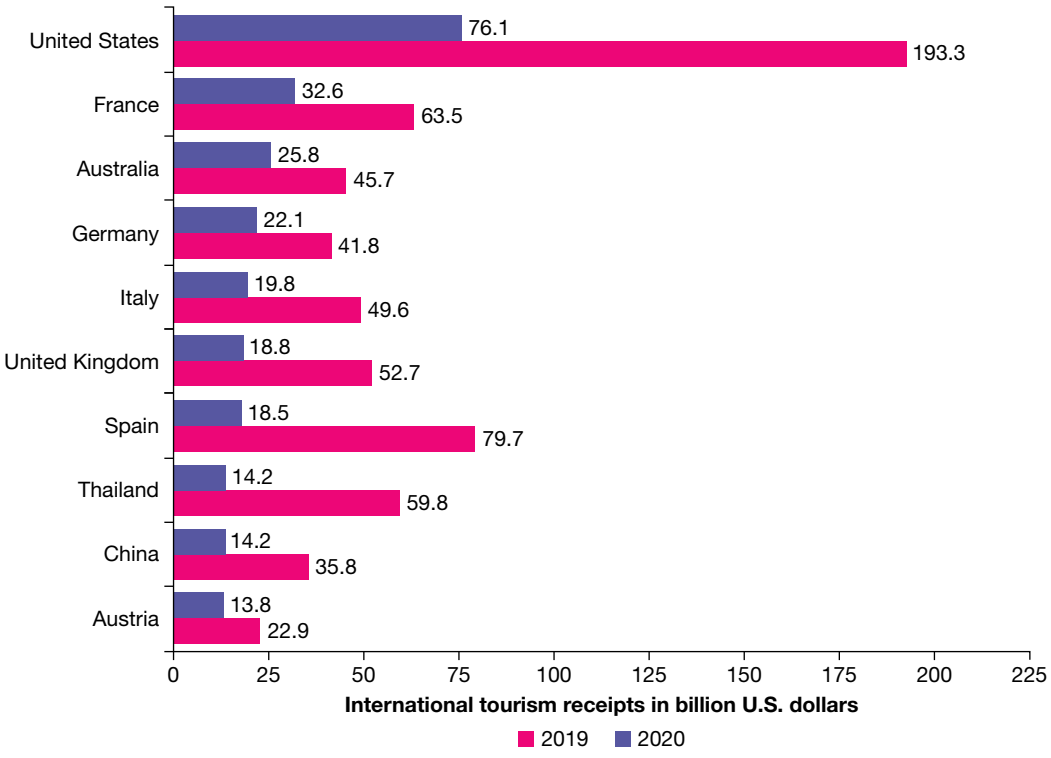
Along came COVID-19

Even when global economies are experiencing a downturn, people still travel. After natural disasters, countries rely on the tourism to rebound and the tourist dollar to help stimulate their economies. One significant exception to the general rule that people travel even during a downturn is when travel is restricted because of passenger safety. Such was the case during 2020 during the COVID-19 pandemic.

gross domestic product (GDP) the value of all the goods and services produced within a country in a given period of time (usually a year). It is often used as an indicator of a country's wealth.

Before COVID-19, global tourism was thriving; however, the onset of a global pandemic and border closures saw a dramatic decline in tourism numbers. This is illustrated in **FIGURE 8**, which shows the sharp decline in tourism revenue from 2019 (pre-pandemic) to 2020.

FIGURE 8 Tourism earnings 2019 and 2020



Source: Based on data from Countries and regions with the highest inbound tourism receipts worldwide 2019–2021, Statista 2022, International tourism, receipts (current US$) — United States, The World Bank, World Tourism Baometer, Statistical Annex, Volume 19, Issue 3, May 2021, World Tourism Organization (UNWTO).

Global tourism earnings slumped to US$4.7 trillion in 2020, slightly more than half of pre-pandemic figures, along with a loss of 62 million jobs. In 2019, 334 million people owed their employment to the tourism

industry; however, in 2020 this figure dropped to 272 million. Job losses would have been greater if not for the government retention schemes and reduced hours, aimed at ensuring the industry would be able to bounce back. It is predicted that it will take global tourism six months to rebound once international tourism markets are fully re-opened and without restrictions.

In June 2020, the Australian Bureau of Statistics estimated that the number of overseas travellers arriving in Australia in April 2020 represented a 98.8 per cent decrease from the same month in 2019. This included an estimated 99.5 per cent decrease in arrivals from China, 99 per cent decrease from the UK and 98.5 per cent decrease from New Zealand. (Refer to the **ABS — COVID-19 statistical insights** weblink in your Resources panel for more data.) The COVID-19 shutdown is an interesting case study to examine in terms of what it demonstrates about the impacts of tourism. You will return to this case study throughout this topic, but you will also examine the typical patterns and trends in travel prior to the pandemic.

FIGURE 9 Grounded aircraft in 2020

Resources

Weblink ABS — COVID-19 statistical insights

12.2 SKILL ACTIVITY: Concluding and decision-making, Communicating

Using your atlas as a primary source of information, select three places from different categories shown on the map in **FIGURE 4** that you might like to visit. Show each location on a map and **annotate** your map with two or three sentences that give an overview of each place.

a. **Plan** how you might travel to each place from your nearest capital city. Add this to your map.
b. **Calculate** the distance you will travel from your nearest capital city to your first destination, then on to your second and third destinations and finally home.
c. Work out how long your round trip will take.
d. **Describe** each location, using geographic concepts such as latitude and longitude, direction and scale.
e. **Explain** why you chose each place and what you expect to see and do in each place.
f. **Select** an appropriate method of conveying your information to others; for example a PowerPoint or a travel documentary.
g. Share your work with other members of the class.

12.2 Exercise

learnon

12.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 4, 7, 8	6, 9, 10

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Check your understanding

1. **Identify** the sentence that best **describes** a tourist.
   - A. A person who leaves the place where they normally live and goes to live in another location permanently
   - B. A person who has never left the place where they were born
   - C. A person who leaves the place where they normally work or live and goes to another location for more than 24 hours
   - D. A person who buys imported products
2. **Identify** the two most common purposes of people's travel.
   - A. Leisure, including recreation and holidays
   - B. Attending funerals
   - C. Scuba-diving
   - D. Space travel
   - E. Visiting friends and relatives or for health and religious reasons
3. **Describe** the key characteristics of two tourist types.
4. **Identify** the main reasons people travel to Asia for medical tourism.
   - A. There are better doctors in Asia.
   - B. Procedures are more affordable in Asia.
   - C. The hospitable food is tastier in Asia.
   - D. People want to combine a holiday with having the procedure.
5. **Identify** the country that had the highest tourism earnings in 2019.
   - A. Thailand
   - B. Spain
   - C. France
   - D. United States
   - E. United Kingdom

Apply your understanding

Communicating

6. Is a person who flies interstate to watch their football team a tourist? **Justify** your answer.
7. Tourism contributes both directly and indirectly to the creation of jobs. With the use of examples, **explain** the difference between direct and indirect contributions.
8. **Explain** the term 'gross domestic product (GDP)' and why tourism is an important component of GDP.
9. **Explain** two reasons for the growth in medical tourism.

Interpreting and analysing geographical data and information

10. Tourism expenditure increased by 93 per cent between the year 2000 and the year 2010, from $475 billion to $918 billion.
    - a. Using these figures as a guide, **predict** how much income might be generated through tourism by 2030. **Justify** your response.
    - b. Using these figures and the information in section 12.2.3 as a guide, **predict** how many years it might take for the Australian tourism industry to get back to the same levels as before the COVID-19 pandemic.
    - c. **Explain** how you came to this conclusion and **outline** the different factors that will influence how quickly the industry will recover.

LESSON
12.3 What is global tourism?

LEARNING INTENTION

By the end of this lesson you should be able to identify and explain global tourism trends and identify and explain factors shaping the future of tourism.

TUNE IN

Did you know that in October 2021 William Shatner, who played Captain Kirk in the original *Star Trek* series, fulfilled a lifelong dream when he jetted into space onboard a Blue Origin spacecraft?

1. Take a class poll on the favourite holiday destinations of the people in your class.
2. Take a second poll of the place members of your class most want to visit and why.
3. Create a bar graph to show the results of your survey.
4. Would you like to be a space tourist? Give reasons for your answer.

FIGURE 1 Captain Kirk heads for the stars

12.3.1 Who is travelling?

Over time, travel has become faster, easier, cheaper and safer. Economic growth in many parts of the world has ensured that more people can afford to travel. Annual leave entitlements also provide people with time to travel. For example, in addition to the four weeks annual leave that is a standard condition for full-time employees in Australia, many Australians accumulate long-service leave, which is often spent on an extended overseas trip. More young people are also spending time seeing the world during a 'gap year' after finishing school or university.

Many young travellers see backpacking as the optimum way to travel. Generally this group:

- is on a tight budget
- wants to mix with other young travellers and local communities
- has a flexible itinerary
- seeks adventure
- is prepared to work while on holiday to extend their stay.

FIGURE 2 Backpackers tend to travel further and stay longer than other tourists.

At the other end of the scale, there has also been a dramatic growth in **mature-aged** tourist movements, such as 'grey nomads' who spend their retirement on the road, living in a caravan or campervan. The number of older people in **developed** countries is growing. Some of these travellers have savings, access to superannuation funds, and the opportunity to retire early; thus, they have both the time and the money to travel.

mature-aged describes individuals aged over 55

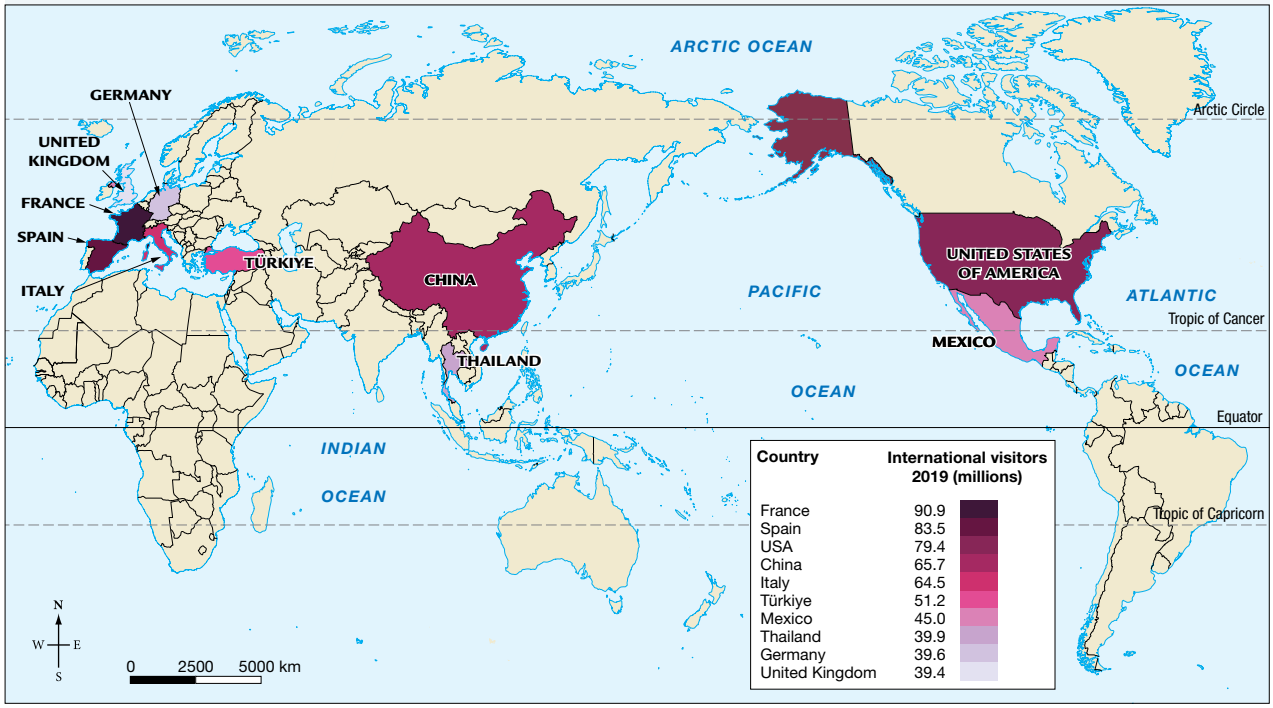
developed describes countries with a highly developed industrial sector, a high standard of living, and a large proportion of people living in urban areas

12.3.2 Where do people go?

As each tourist enters or leaves a country, they are counted by that country's customs and immigration officials. This data is collected by the World Tourism Organization, and the results can be shown spatially. **FIGURE 3** shows the ten most popular tourist destination countries for 2019. Forty per cent of all tourists visited one of the countries ranked in the top ten.

int-9067

FIGURE 3 World's top ten tourist destinations, 2019



Source: Based on data from World Tourism Organization (2021), International Tourism Highlights, 2020 Edition, UNWTO, Madrid, p. 8 DOI: https://doi.org/10.18111/9789284422456. Map drawn by Spatial Vision.

Where do people stay?

Today, in addition to traditional accommodation such as hotels and backpacker hostels, tourists have a wide range of accommodation options, and their preferences will vary depending on a multitude of personal and economic factors. The rise of operators such as Airbnb means people can now choose to stay independently in an apartment or house, or perhaps in a guest room within someone else's own home. Staying with locals in their homes in cities, towns and villages across the globe provides an opportunity to experience the local culture in a more 'up close and personal' way. For many however, an established resort or hotel remains the preferred choice of accommodation.

When travelling overseas, most tourists give little thought to who owns the hotel or resort in which they are staying. **TABLE 1** lists the locations of various hotel chain headquarters, and shows that the corporate owners of many hotels are based in a country that is often not the one a tourist is visiting.

TABLE 1 World's top 10 hotel groups in 2020

Company	Headquarters (country)	Total hotels	Number of countries
Wyndham Hotels & Resorts	USA	9300	75
Marriott International	USA	7500	131
Choice Hotels International	USA	7100	41
Hilton Worldwide	USA	6200	118
InterContinental Hotel Group	UK	5700	100
Jin Jiang International	China	5600	120
Accor	France	4800	100
Best Western Hotels	USA	4700	90
Hauzhu (Home Inns)	China	4500	16
G6 Hospitality	USA	1500	2

12.3.3 Who spends the most?

FIGURE 3 shows the countries that attract the most tourists, but which countries do these tourists come from, and how much do they spend? **FIGURE 4** shows the top ten countries in terms of the money they spend on international tourism, and offers an idea of the huge input into the economies of destination countries that the tourist dollar provides.

12.3.4 The growing future of tourism

Until 2020, levels of global tourism increased year after year. Advances in transport technology reduced travel times and cost, making travel increasingly accessible to more and more people.

- Commercial airlines fly from Australia to Europe in about 20 hours from the east coast, or under 17 hours flying nonstop from Perth. A similar journey by boat in the late 1940s took six weeks or more.
- Cut-price deals and an increased number of operators competing for the tourist dollar means that travel becomes more affordable.
- Improvements in transport and technology increased awareness and knowledge of the world and sparked people's desire to see new places and experience different cultures.
- In general, the travelling public has more leisure time and more disposable income, making both domestic and international travel viable.

FIGURE 4 World's top ten tourist spenders, 2019

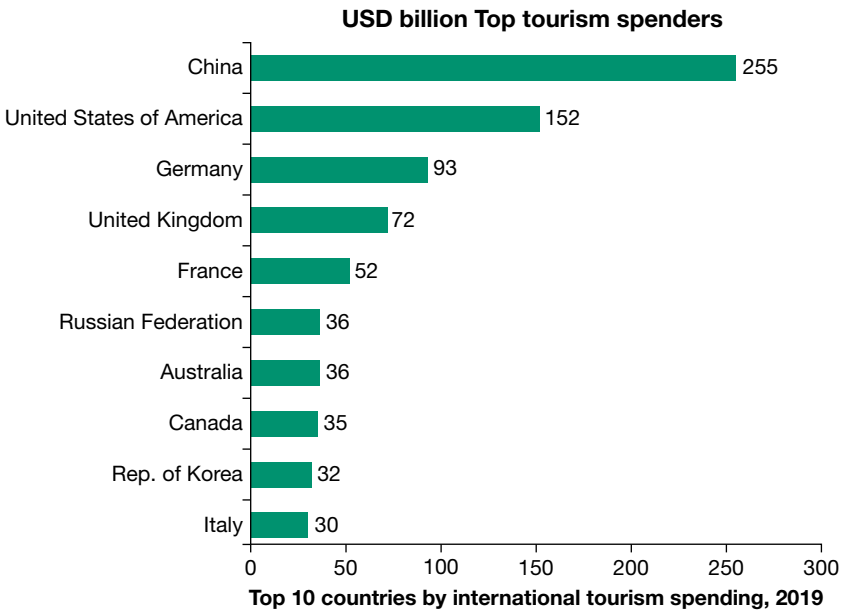
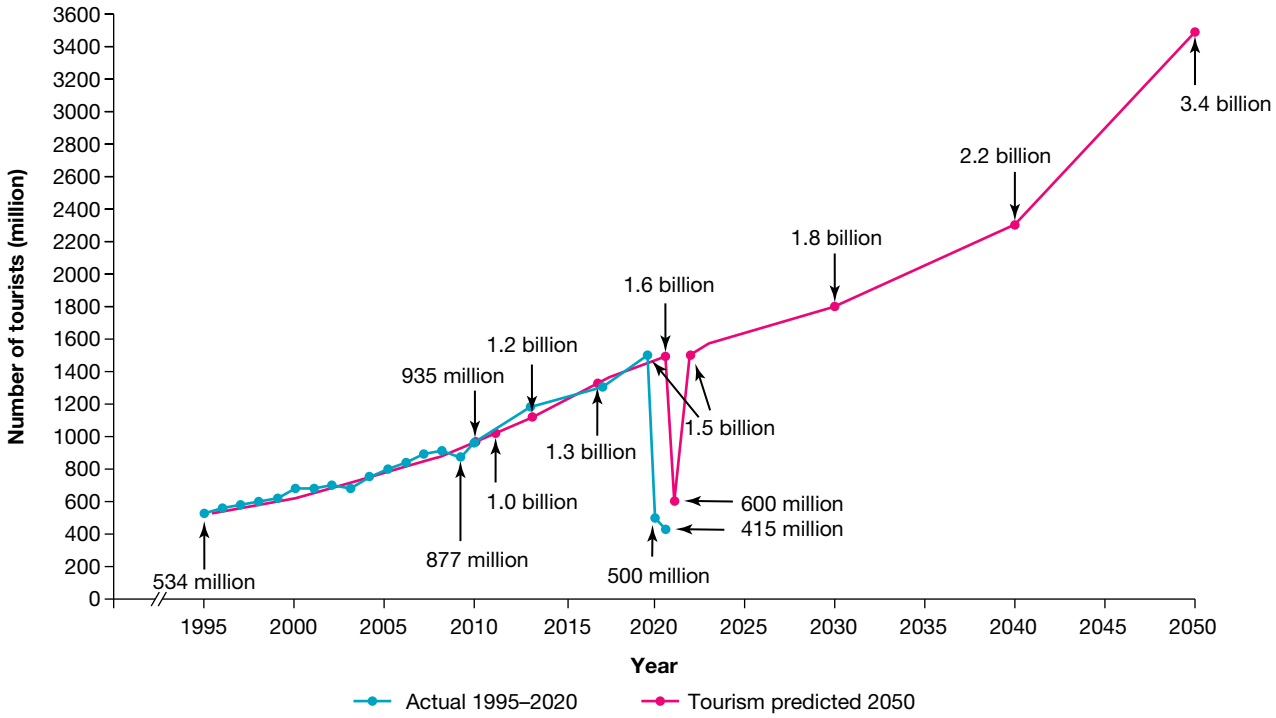


FIGURE 5 shows the growth in tourist numbers from 1995 to 2020 and the decline due to the COVID-19 pandemic. Predictions for 2022 to 2025 are based on market estimates of a steady recovery followed by strong growth after 2025. Observable dips in the upward tourism trend can also be seen in 2003–04 during the SARS outbreak and in 2008 following the Global Financial Crisis.

tlvd-10705

FIGURE 5 Projected future growth in world tourism



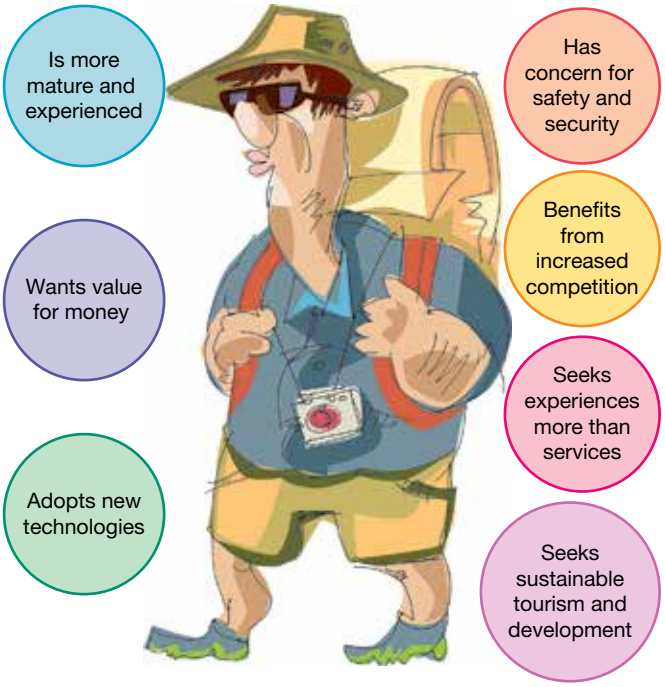
The evolving tourist

Improved living standards, increased leisure time and greater disposable incomes have all created opportunities for people to travel and experience new places and cultures. These factors are also shaping the tourist of the future (see **FIGURE 6**). Established and emerging tourist destinations will need to ensure that they meet the evolving needs of the tourist market, in order to continue to attract and benefit from the tourist dollar.

According to the United Nations World Tourism Organization (UNWTO), 2020 was the worst year on record for global tourism. 2019, on the other hand, marked the tenth year of strong tourism growth. How do the two years compare?

- One billion fewer tourist arrivals
- A decline of 74 per cent
- 62 million jobs lost, around 50 per cent of what had been forecast due to job retention schemes designed to allow the industry to recover quickly.

FIGURE 6 Characteristics of the future tourist



Within Australia, domestic travel resumed much earlier than international travel, but the industry still suffered significant losses from the almost immediate and complete shutdown of the industry.

Growth areas for tourism

How quickly the tourism industry recovers is dependent on many factors, such as borders opening and remaining open, vaccination rates, and travel requirements and restrictions in destinations, such as COVID-19 testing and quarantine requirements.

It is expected that the first areas of tourism to recover will be those associated with open-air and nature-based tourism.

Predictions suggest that Africa and the Asia–Pacific region will be particular growth areas, attracting more and more tourists in the years to come. In Africa, for instance, countries such as Kenya and Tanzania offer a different type of tourist experience.

Kenya offers:

- relative safety
- beaches and a tropical climate
- safari parks and encounters with lions and elephants
- a unique cultural experience with the **Masai** people.

The influx of tourists to Kenya has led to the establishment of **national parks** to protect endangered wildlife and promote this aspect of the tourism experience. Money flowing into the region can be put towards projects such as improved water quality and **infrastructure** such as water pipes, roads and airports.

Masai an ethnic group of semi-nomadic people living in Kenya and Tanzania

national parks parks or reserves set aside for conservation purposes

infrastructure the facilities, services and installations needed for a society to function, such as transportation and communications systems, water pipes and power lines

FIGURE 7 Tourists can see many wild animals such as giraffes at the Amboseli National Park in southern Kenya.

The true challenge for the future, however, is to ensure that:

- money remains in the local economy rather than in the hands of developers, and is used to improve local services, not just tourist services
- the need of indigenous communities to farm the land is balanced with tourist development
- tourist numbers are controlled, to ensure that the environment is not damaged.

Such challenges, of course, are not unique to Kenya. Wherever in the world there is an increase in tourist numbers, there is a need for a sustainable approach, to ensure that the economic benefits of tourism do not come at the cost of a region's people and environment.

Reaching for the stars

Ever since Dennis Tito became the first space tourist in 2001, when he spent eight days on the International Space Station, the idea of holidaying in space has gained more and more interest. Dennis Tito paid US$20 million for his space adventure, meaning that it is not yet commercially viable for the average citizen.

FIGURE 8 Is this the future of tourism?

Since this ground-breaking flight, others have also paid huge sums of money to jet into space, some to visit the space station and others to orbit the Earth before returning home.

At present, opportunities are limited to the rich, but the same was true of international travel in its early days. **FIGURE 8** shows a futuristic city on the moon and **FIGURE 9** shows the cost of space tourism; perhaps in years to come, space travel will be a part of people's 'bucket list'.

Those who have ventured into space have had a unique view of planet Earth, and some have said they gained a new insight into the need to protect the Earth and its resources. Critics have referred to the impact of space tourism on our carbon footprint and the harm we are doing to the planet in our quest for the stars.

FIGURE 9 The astronomical cost of space tourism.

10-minute flights to the edge of space with Blue Origin $28 million	An 8- to 10-day stay on the International Space Station $55 million
A package visit to the International Space Station, plus involvement in experiments in space $35 000 per day	90-minute flights in sub-orbital space, including experiencing zero gravity $450 000

Resources

Weblink United Nations World Tourism Organization
Google Earth Kenya

12.3 SKILL ACTIVITY: Questioning and researching using geographical methods, Interpreting and analysing geographical data and information

Access the **United Nations World Tourism Organization** (UNWTO) weblink in the Resources panel.

1. **Examine** the reports into global responses to the COVID-19 pandemic and the International Tourism Dashboard.
   a. Choose or allocate a specific country for each member of the class.
   b. **Collect** data about your country from the website.
   c. **Create** an annotated visual display that shows the impact of COVID-19 on your country.
2. As a class, **discuss** the different ways the pandemic affected tourism and the wider economy.
3. **Compare** the results for major regions identified in the UNWTO data:
   - Europe
   - Asia and the Pacific
   - The Americas
   - Africa
   - The Middle East

12.3 Exercise

learnon

12.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 7, 9	4, 6, 8	2, 5, 10

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Check your understanding

1. Carefully study **FIGURES 3** and **4** and answer the following questions.
   a. **Identify** the three continents where the top 10 tourist destinations are located.
      A. Europe
      B. Australia
      C. Africa
      D. Asia
      E. North America
   b. The top tourist spenders come from Asia, North America and Europe. True or false?
   c. **Describe** the interconnection between destinations and tourism spending.
2. **Compare** the needs of a mature-age tourist and a backpacker. **Create** a Venn diagram to demonstrate your understanding of the similarities and differences in the needs of these two groups of tourists.
3. **Identify** four reasons that help **explain** why tourism is more accessible to the broader community today than it was 100 years ago.
   A. People have more leisure time.
   B. People have less disposable income.
   C. Shorter travel times
   D. Longer travel times

E. Travel costs have increased.
F. Travel costs have decreased.
G. Larger variety of package deals available
H. Less awareness about the world

4. **Explain** what national parks are and why they were established.
5. **Consider** the data predicting tourist numbers show in **FIGURE 5**.
   a. **Identify** the predicted number of international tourists travelling in 2020.
   b. **Identify** the actual number of tourists that travelled internationally in 2020 and 2021. **Explain** the difference between these figures.
   c. **Propose** and **explain** a strategy that would help the tourism industry recover from the downturn in 2020 and 2021.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Examine** the **FIGURE 5** graph.
   a. How many global tourists are there predicted to be in 2050?
   b. **Identify** the places you think will be the most popular.
   c. **Explain** the potential impact these increases might have on the environment.
   d. **Clarify** whether increased tourism numbers will result in small-scale or large-scale impact on the environment.
   e. In your opinion, are these increases sustainable? **Justify** your opinion.

Communicating

7. With rapid growth in tourism, there is a need to ensure sustainability.
   a. **Explain** what you understand by the term 'sustainable tourism'.
   b. **Describe** an example of tourism that can be considered sustainable.
   c. **Describe** an example of tourism that might not be considered sustainable. **Propose** changes that might be needed to make it sustainable.
8. Asia and Africa are future growth areas for tourism; however, they are also home to many of the world's developing nations. Study **TABLE 1**, which shows hotel ownership.
   Describe the impact this ownership might have on the countries in which the hotel chains are located.
9. **Consider** the characteristics of the future tourist shown in **FIGURE 6**.
   Predict the ways in which each of these characteristics might impact on the tourism choices they make. As part of your response, **identify** places and experiences that might be more attractive to this traveller.
10. 'Tourists should be able to go where they like and do what they like without any restrictions.' **Discuss** this statement by presenting one argument for and one argument against.

LESSON
12.4 Is Australian tourism growing?

LEARNING INTENTION

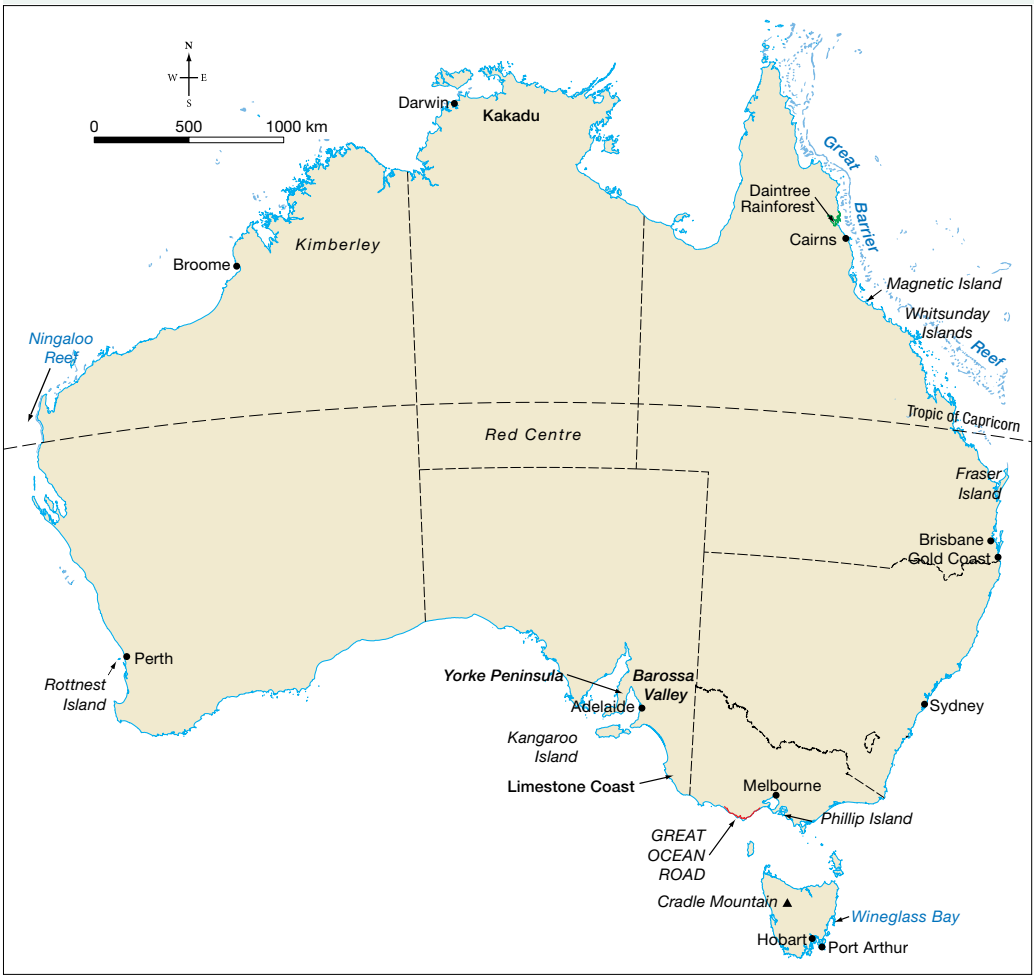
By the end of this lesson you should be able to explain the importance of the tourism industry to Australia and suggest reasons for the growth in the Australian tourism industry.

TUNE IN

Tourism can be a lucrative industry and Australia is a popular place for many tourists to visit and explore.

1. Why is tourism important to Australia?
2. What do you think is the most popular destination for people visiting Australia?
3. Compare your choice with other members of your class and the places shown on **FIGURE 1**.
   a. How many are shown on the map?
   b. What aspects of Australia do you think should be used to attract tourists to Australia?
4. What country do think is:
   a. most visited by Australians?
   b. the source of most visitors to Australia?

FIGURE 1 Australia's most popular tourist destinations



Source: Data © Commonwealth of Australia (Geoscience Australia) 2013 & © State of Queensland (Department of Agriculture, Fisheries and Forestry) 2013.

12.4.1 Australian travel trends

In 2019, 11.3 million Australians travelled abroad, almost twice as many as ten years ago. Of these, some 1.43 million people travelled to New Zealand, making it our most popular tourist destination.

The buying power of the Australian dollar compared to other currencies means that a wide range of international destinations are more affordable than holidaying at home. Competition between airlines, choice of flights and package deals that include combinations of flights, accommodation, tours and meals are largely fuelling the international travel market. The option of children staying for free also makes overseas travel more attractive for families. While over a million people elect to holiday in Australia, for many their tourism dollar has greater buying power in destinations such as Indonesia and Thailand, where the cost of living is much lower than it is at home.

FIGURE 2 New Zealand's stunning scenery makes it a popular destination.

The opportunity to live and work overseas has also seen an increase in the number of people under 30 travelling abroad. The under-30s working visa has ensured that foreign travel is both appealing and affordable for this age group. This visa, which is available in more than 35 countries around the world, allows people aged between 18 and 30 to live and work in a country for up to 12 months. At any one time about one million Australians are living and working overseas.

While the most popular tourist destination for Australians travelling abroad is New Zealand, the fastest expanding markets for Australian travellers are Indonesia and the United States.

12.4.2 Visitors to Australia

In 2019, 9.4 million tourists came to Australia at a rate of around 1000 per hour. They spent more than 274 million nights in the country and added $60.8 billion to the Australian economy. The states most visited by international tourists in 2019 were New South Wales, Queensland and Victoria. The greatest international tourism growth was recorded in Tasmania with a 12.9 per cent increase over 2018 visitor numbers, followed by Western Australia with a 6.4 per cent increase. In contrast the largest decline in tourist arrivals was in the Northern Territory with a 21.4 per cent decrease over 2018. In Australia more than 850 000 jobs were attributed either directly or indirectly to the tourism industry, representing about 8 per cent of the workforce.

FIGURE 3 illustrates the reasons why people chose to come to Australia in 2018, with holidays being the most popular. **FIGURE 4** shows the countries of origin of those who visit, and where in the world Australians are travelling on their overseas journeys. **FIGURE 5** highlights the importance of tourism to the Australian economy.

The COVID-19 pandemic in 2020 resulted in the number of tourism arrivals falling by 98.8 per cent to just 8820, before increasing to 77 000 in 2021. The reasons for people visiting are also significantly different in 2021, with more than 60 per cent of arrivals visiting relatives and friends, followed by employment (9.3 per cent) and holidaying (8.7 per cent). By September 2022, the tourism industry was showing significant signs of recovery with visitor arrivals increasing to 2.1 million, 24 per cent of pre-COVID-19 levels. Tourism spending added $8.8 billion to the Australian economy (28 per cent of pre-COVID-19 levels).

Australia is a land of contrasts, having a wide variety of both human and natural environments. The most popular tourist destinations are shown in **FIGURE 1**.

FIGURE 3 Reasons for visiting Australia, 2019

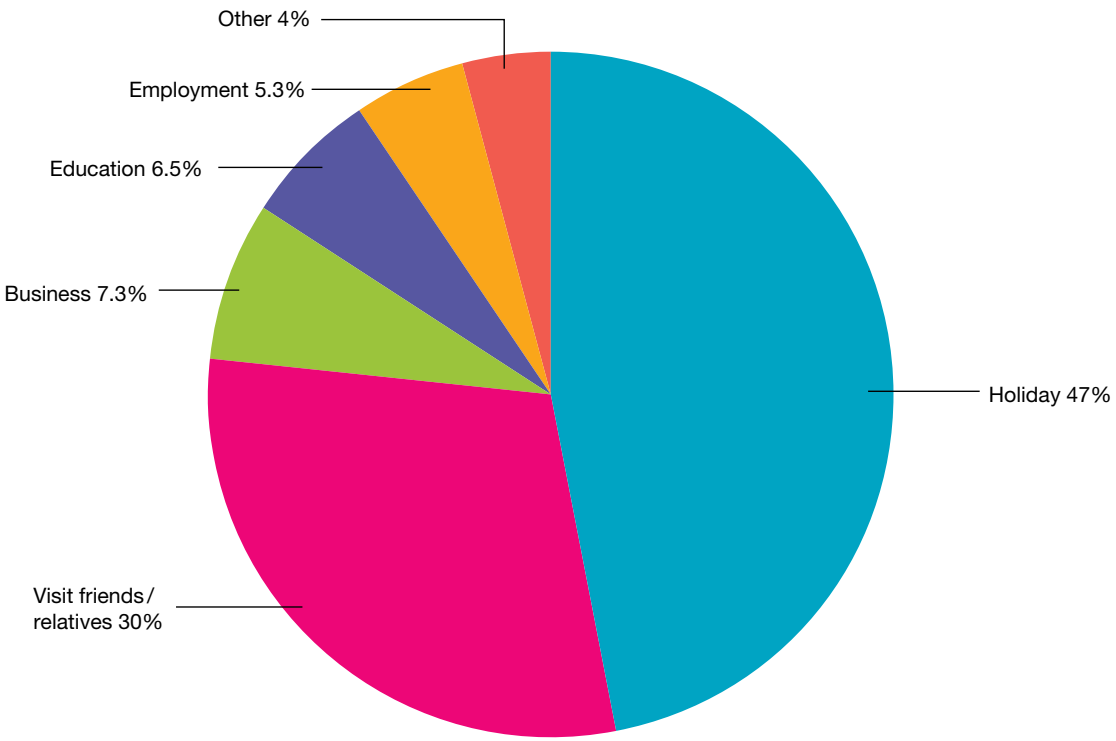


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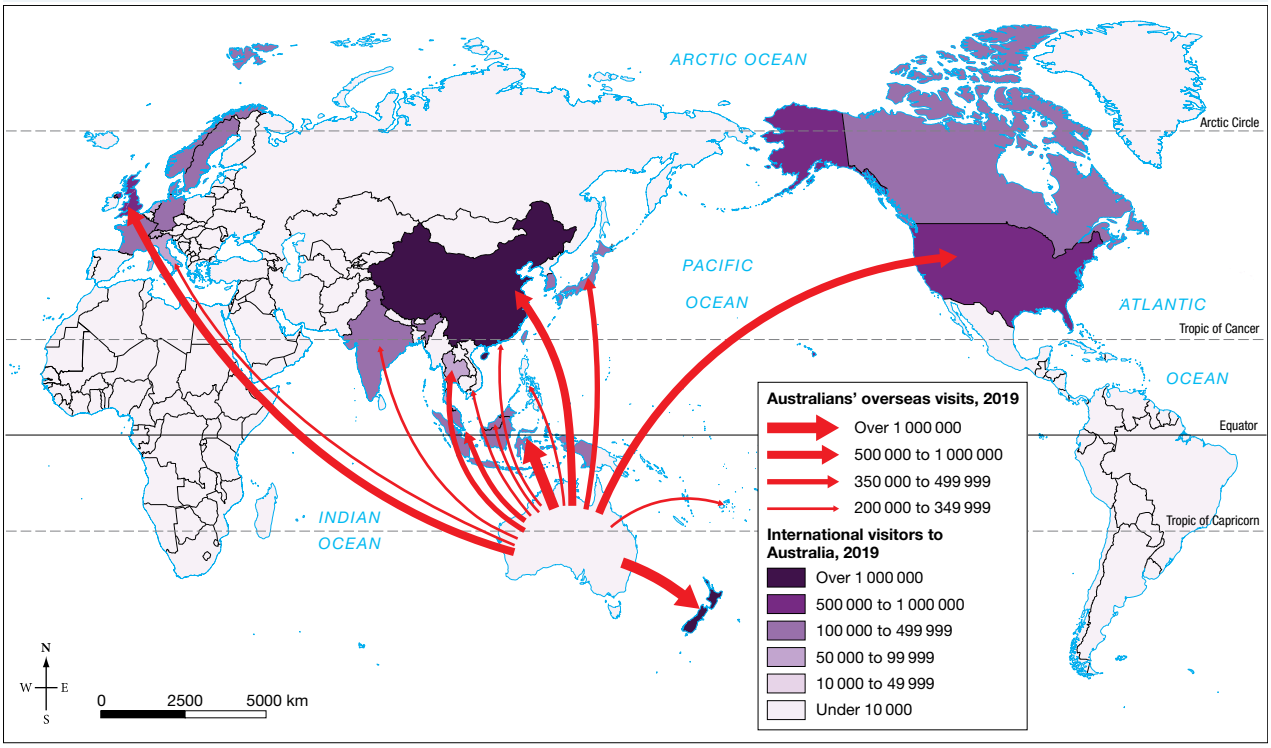
FIGURE 4 Country of origin for tourists visiting Australia, and destinations for Australian tourists



Source: Austrade / Tourism Research Australia: National Visitors Survey. Licensed under CC BY 4.0

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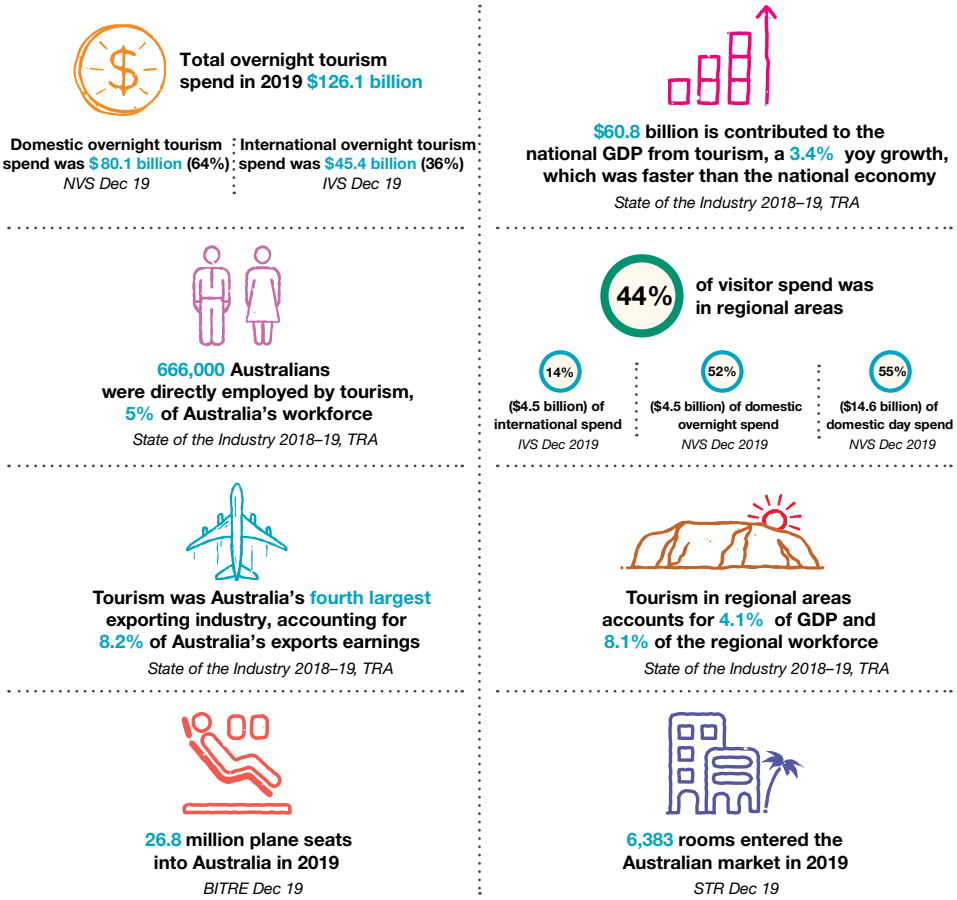
FIGURE 5 The value of tourism



SkillBuilders to support skill development

- 8.11 SkillBuilder: Creating a survey

12.4 SKILL ACTIVITY: Questioning and researching using geographical methods, Interpreting and analysing geographical data and information

Investigate people's favourite places.

1. Survey the members of your class to find out what overseas places they would most like to visit and why.
2. Each class member should also ask their parents or guardians which three overseas places they would most like to visit and why.
3. Compile your class data and **identify** the most popular places selected by students and adults. Make sure you also collate the data showing the reasons for their choices.
4. On an outline map of Australia, show the results of your survey — as a class **decide** how many places you will show.
   a. **Create** a colour key so you can **distinguish** between places chosen by adults and students.
   b. **Select** an additional colour to show places that were on both lists.
5. **Annotate** your map with the reasons given for the choices.
6. Remember to make sure your map has **BOLTSS**.
7. Is there an interconnection between places chosen by adults and students? **Suggest** reasons for your observations.

Resources

Weblink Tourism Australia Statistics

12.4 Exercise

learnon

12.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 6	4, 5, 9	7, 8, 10

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Check your understanding

1. **Explain** why more Australians choose to holiday overseas rather than in Australia.
2. **Identify** the four countries that were the source of most tourist visits to Australia in 2019.
   - A. Japan, United Kingdom, Canada, Bangladesh
   - B. China, Chile, Indonesia, New Zealand
   - C. Indonesia, Canada, United States of America, India
   - D. China, United Kingdom, United States of America, New Zealand
3. **Select** two statements below that describe the contribution of tourism to the Australian economy in 2019.
   - A. Added $60.8 billion to the economy
   - B. Provided approximately 1.5 million jobs
   - C. Provided approximately 900 000 jobs
   - D. Added $60.8 million to the economy
4. a. **Explain** the impact of COVID-19 on Australian tourism in terms of both numbers and the reason for tourists visiting Australia.
   b. **Explain** how COVID-19 led to this change.
5. Select the sentence that best describes a ‘day tripper’.
   - A. A person who makes a trip and spends one night away from home
   - B. A person who makes a trip or journey for pleasure and returns home the same day
   - C. A person who travels for business
   - D. A person who attends a family function

Apply your understanding

Communicating

6. Study **FIGURE 1**.
   a. **Identify** the top tourist destinations in Western Australia, South Australia and Victoria.
   b. Suggest another place in Australia that you think should be on the top of every tourist’s itinerary. **Justify** your choice.
7. **Predict** the impact on Australian tourism if the Australian dollar was to suddenly lose value in relation to international currencies.
8. **Predict** the impact on Australian tourism if the Australian dollar was to suddenly increase in value and achieve parity with the US dollar.
9. **Identify** your favourite tourist destination. **Explain** the appeal of this place for you.
10. **Propose** a strategy to encourage more Australians to holiday at home and entice more international visitors to Australia.

LESSON
12.5 What are the impacts of tourism?

LEARNING INTENTION

By the end of this lesson you should be able to outline the positive and negative impacts of tourism.

TUNE IN

Tourism can have both positive and negative impacts on the tourists, locals, environment etc. Consider some of the potential impacts and create a brainstorm including positives and negatives.

FIGURE 1 Tourism can have both positive and negative impacts on people and the environment.

1. Classify these impacts as affecting people or the environment.
2. Study **FIGURE 1**.
   a. Describe what you can see.
   b. Explain whether you think the activities shown will have a positive or negative impact on people and the environment.

12.5.1 Do the benefits outweigh the costs?

In some ways, tourism seems like the perfect industry. It can encourage greater understanding between people and bring prosperity to communities; however, tourism development can also destroy people's culture and the places in which they live.

There is sometimes a fine line between exploitation and sustainable tourism. **FIGURES 3** and **4** outline some of the key positive and negative impacts of tourism.

FIGURE 2 Tourism provides opportunities to learn about other cultures, such as this welcome ceremony for tourists at the Waitangi Treaty Grounds in New Zealand.

FIGURE 3 The positive impacts of tourism

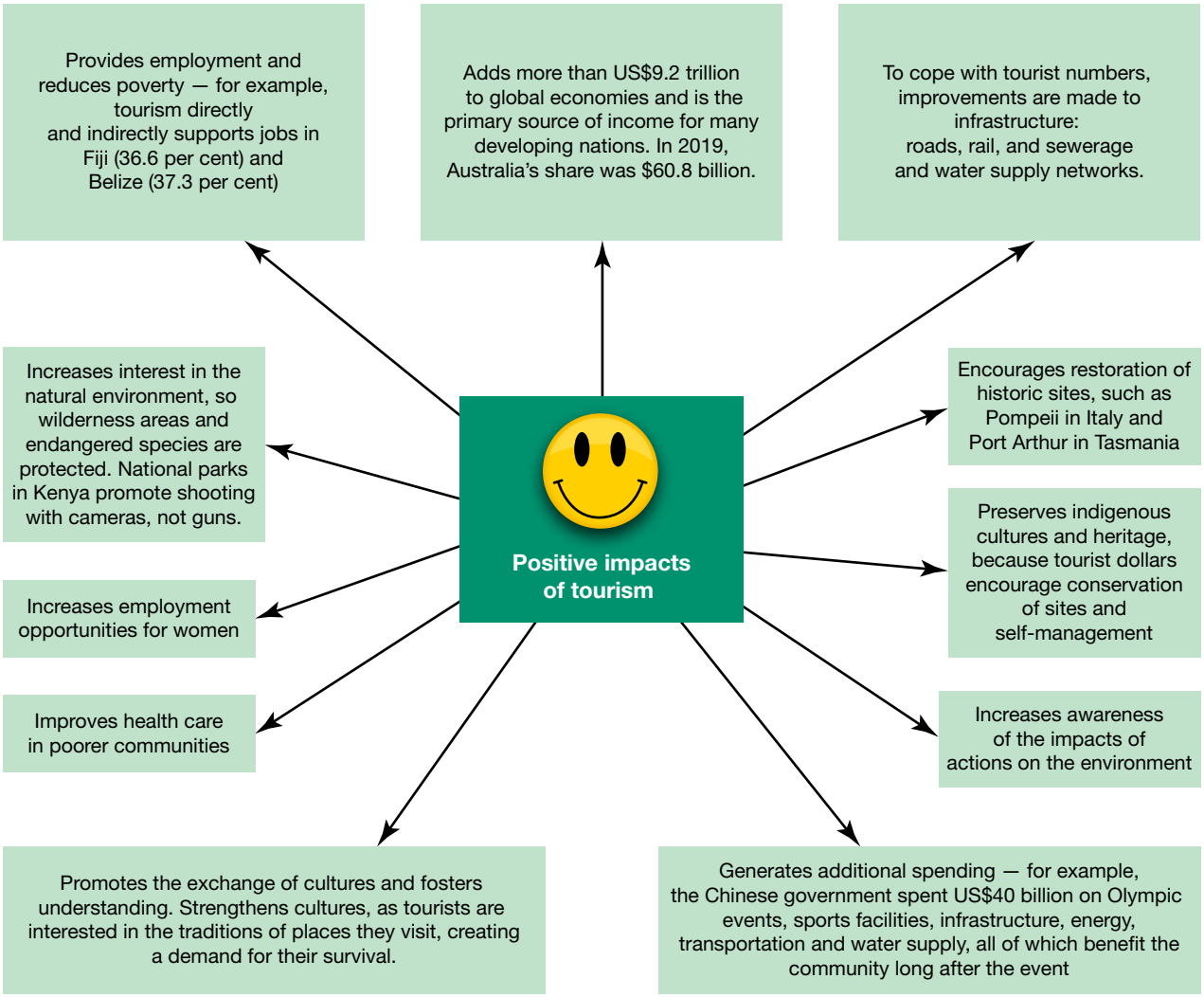
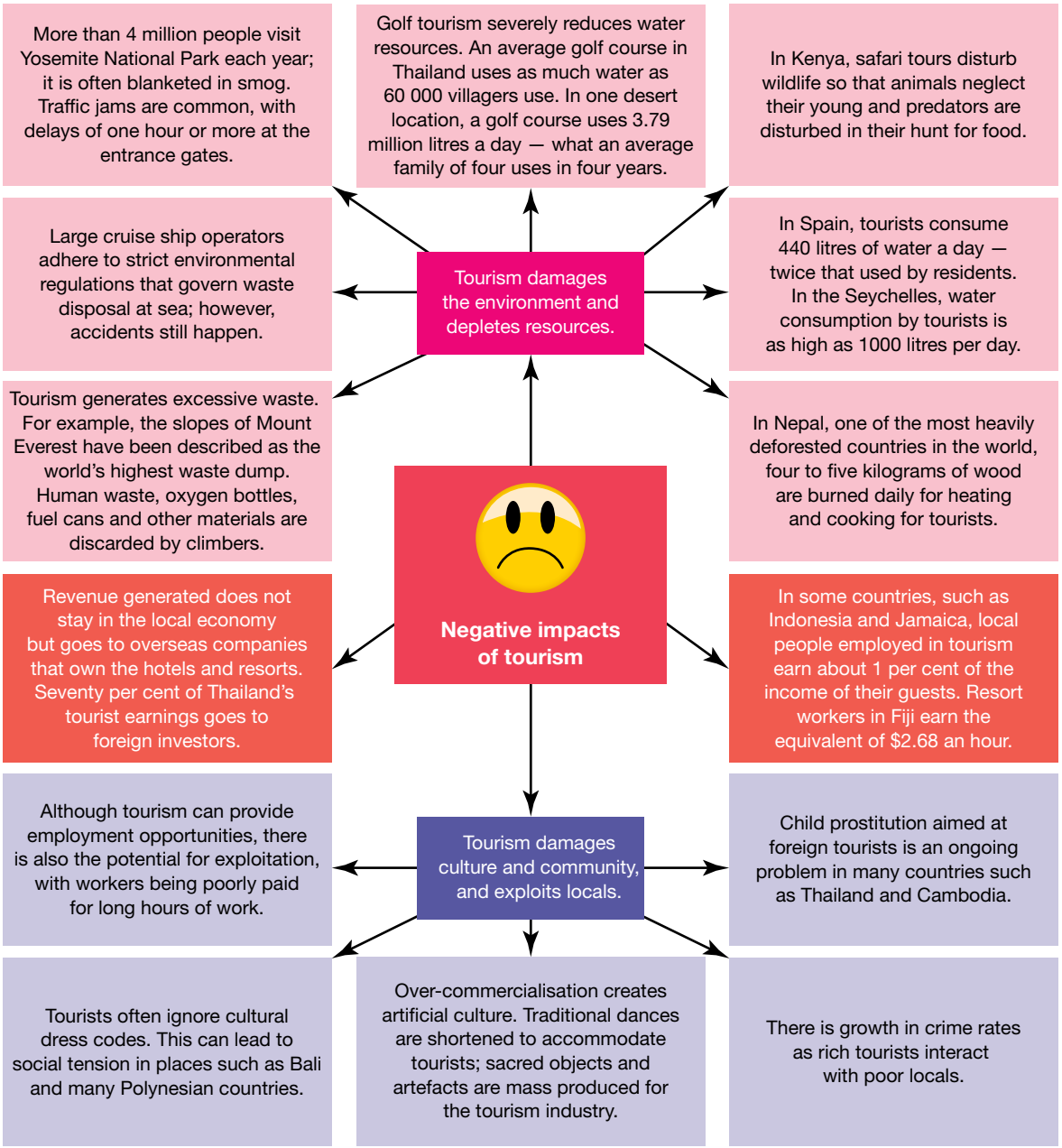


FIGURE 4 The negative impacts of tourism



on Resources

Interactivity Tourism trauma (int-3335)

12.5 SKILL ACTIVITY: Concluding and decision-making

Natural disasters and other global events make people who travel overseas vulnerable. The government publishes information, advice and alerts for travellers on its Smartraveller website. Citizens are sometimes faced with a dilemma: should I stay or make my way home now? While some will head home at the first hint of trouble, others will adopt a wait-and-see approach.

When COVID-19 struck, many Australians were living, travelling or studying overseas and found themselves stranded with no money or opportunity to fly home. Similarly, many international tourists were stranded in Australia.

This raised questions about the role of the government:

- Should government resources be used to help get people home and support them?
- If flights are grounded because of a natural disaster or global crisis, should a country be responsible for getting their citizens home?
- If international citizens are stranded in Australia because of a natural disaster or global crisis, should our government provide them with financial assistance or support until they can get home?

1. In small groups, **discuss** the following question and **propose** and **justify** a possible solution.

'If Australian citizens are stranded overseas because of a natural disaster or global crisis, who — if anyone — should provide them with support and assistance?'

2. Select one representative to share the opinion of each group.

12.5 Exercise

learnon

12.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 4, 7, 8	6, 9, 10

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Check your understanding

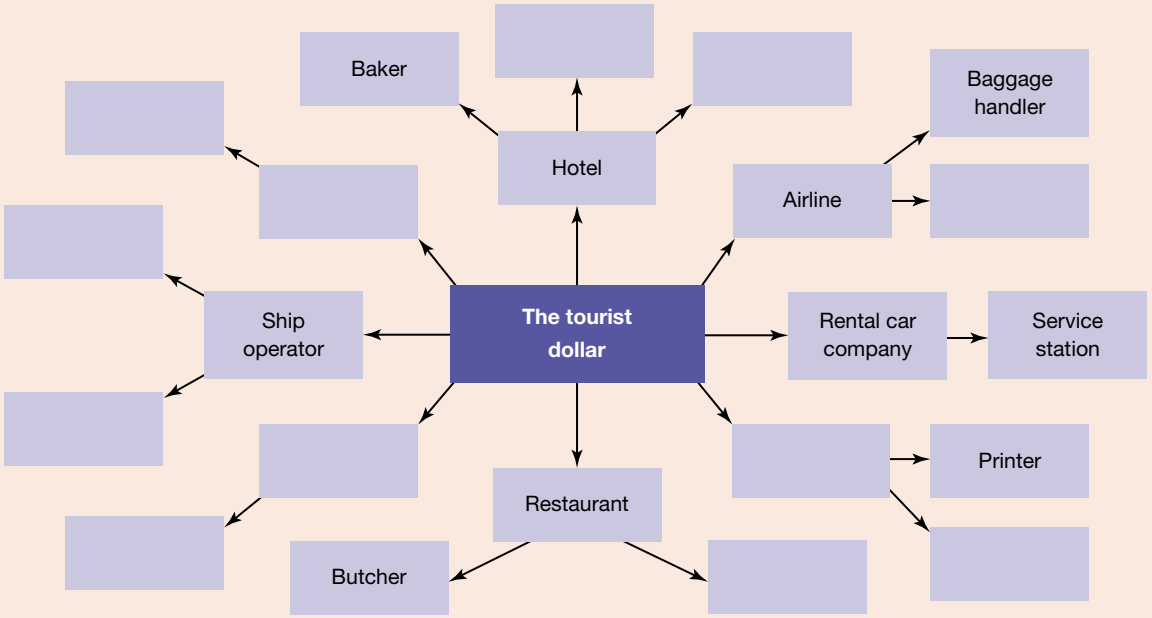
1. One criticism of tourism is that it is 'over-commercialised'. **Select** the two statements that best describe this term.
   - A. There is too much emphasis on making money.
   - B. There is too much emphasis on supporting local projects.
   - C. Items are mass produced for the tourism market.
   - D. Goods are hand-made and sold in local villages.
2. Tourism provides both direct and indirect employment.
   From the list below, **identify** all the examples of direct employment provided by tourism.
   - A. Mechanic
   - B. Taxi driver
   - C. Food supplier
   - D. Hotel receptionist
   - E. Waiter
   - F. Resort masseuse
3. **Explain** how tourism can improve the living conditions for individuals living in developing nations.
4. **Explain** how tourism may lead to an increase in the crime rate in a popular tourist destination.
5. Tourism has only positive effects on culture, community and the environment. True or false?

Apply your understanding

Communicating

6. **Explain** how tourism can lead to the preservation and conservation of ancient ruins and the creation of nature reserves.
7. One popular tourist destination is the Inca Trail in Peru. **Describe** the negative impacts of tourism in this region and suggest possible strategies for sustainable tourism.
8. The figure below shows how the tourist dollar can flow from one job to the next. Those jobs in the centre of the diagram interact directly with the tourist, while those on the outside do not. Recreate the diagram and insert the extra jobs listed below.

Shops	Retail staff	Manufacturer	Tour operator
Security staff	Pilot	Housekeeping	Waitress
Entertainers	Maintenance	Cabin staff	Clothing



9. **Discuss** the type of interconnection shown between industries, which is sometimes called the 'multiplier effect'. **Explain** what 'multiplier effect' means.
10. Which of the following would be the best to develop as a tourist resource in your region: an art gallery, a museum, a cinema complex or a sports stadium? **Justify** your answer.

LESSON
12.6 How can we manage the environmental impacts of tourism?

LEARNING INTENTION

By the end of this lesson you should be able to explain the concept of ecotourism and classify activities as eco-friendly or not eco-friendly and justify your point of view.

TUNE IN

Did you know that Melbourne Zoo is a popular destination for both domestic and international tourists? Like many zoos around the world, it has undergone a transformation in an endeavour to recreate natural habitats and focus on educational and conservation programs.

1. Brainstorm the meaning of the term 'eco-friendly'.
2. Observe **FIGURE 1** and describe the differences between image a and image b.
3. Does either image match your idea of eco-friendly? Explain.
4. Why do you think tourists like to visit zoos?

FIGURE 1 Zoos of the past and present

12.6.1 Ecotourism

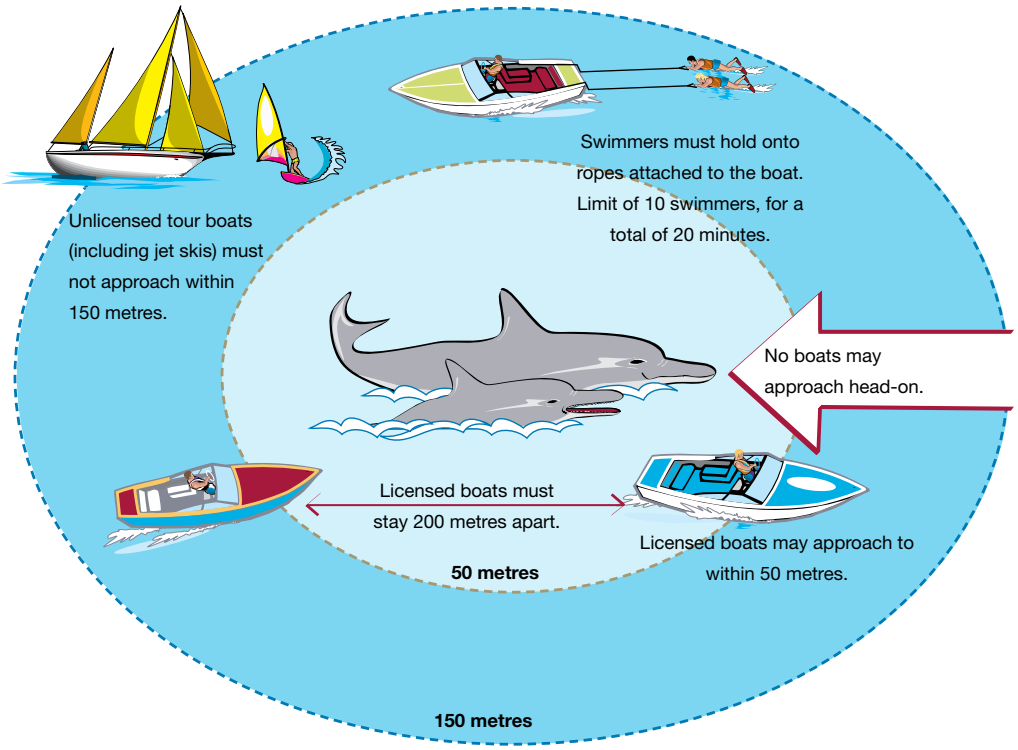
Tourism has the capacity to benefit environments and cultures or destroy them. **Ecotourism** has developed in response to this issue. The aim is to manage tourism in a sustainable way. This might be through educational programs related to the environment or cultural heritage, or through controlling the types and locations of tourist activities or the number of tourists visiting an area. Ecotourism is the fastest growing sector in the tourism industry, increasing by about 10 to 15 per cent per year.

ecotourism tourism that interprets the natural and cultural environment for visitors, and manages the environment in a way that is ecologically sustainable

Ecotourism (see **FIGURE 3**) differs from traditional tourism in two main ways.

- It recognises that many tourists wish to learn about the natural environment (such as reefs, rainforests and deserts) and the cultural environment (such as indigenous communities).
- It aims to limit the impact of tourist facilities and visitors on the environment.

FIGURE 2 Regulations for contact with dolphins



One of the most famous examples of wildlife-based ecotourism in Australia is Monkey Mia in Western Australia. Here the wild dolphins come in to shore and tourists are able to feed, swim with and touch them. **FIGURE 2** shows some of the regulations in place to manage this experience for the mutual benefit of tourists and the marine wildlife.

12.6.2 Zoos and marine parks

Traditionally, a zoo was simply a place where animals were held in captivity and put on display for people to view. The concept of zoos is not new; wall carvings provide evidence that ancient civilisations had zoos. Some of the earliest records date back to 2500 BCE when wealthy aristocrats and rulers in Egypt and Mesopotamia had their own private collections, now called menageries.

In recent years, people have become more aware of the plight of animals that are kept in captivity. The design of zoos has undergone a major transformation in many parts of the world. Today the definition of a zoo can be extended to include wildlife reserves, petting zoos, aquariums and aviaries, where care is taken to reproduce natural environments including cold habitats for animals such as polar bears and heated enclosures with regulated humidity for species from tropical areas. Zoos also engage in wider conservation strategies; for example, captive breeding programs to ensure the survival of rare or endangered species and providing community education.

int-5574

FIGURE 3 An ideal ecotourism resort

- **A** The natural bush is retained and native plants are used to revegetate or landscape the area.
- **B** Composting toilets treat human waste, and worm farms consume food waste. Water is treated with ultraviolet light rather than chlorine. Recycling is practised; for example, greywater is used in irrigation and toilet systems.
- **C** Visitors are encouraged to improve and maintain the environment by using paths or planting trees.
- **D** Buildings blend in with the natural landscape, and local materials are used. Buildings are often raised to prevent damage to plant roots. During construction, builders prevent contamination of the local environment by having workers change shoes and by washing down equipment to keep out foreign organisms.
- **E** Local organically grown produce is used, and craft markets and stalls might also be established and run by Indigenous communities, supporting the local economy, creating jobs and reducing poverty.
- **F** There is no golf course, because of the water that would need to be used and the pesticides it would require.
- **G** Low-impact, non-polluting transport, such as bicycles, is provided for guests.
- **H** Walking trails include educational information boards.
- **I** An information centre helps visitors understand the environment. Local indigenous people are employed to educate visitors about their culture.
- **J** Electricity is generated through solar panels on the roofs of eco-cabins.
- **K** Boardwalks are built over sensitive areas such as sand dunes to protect them from damage. Boardwalks might also be constructed in the tree canopies.
- **L** Trained guides educate tourists about coral reefs and native vegetation, and show visitors how to minimise their impact.

The Helmeted Honeyeater, for example, is part of a captive breeding program at Healesville Wildlife Sanctuary. Should the small wild population be wiped out due to a natural disaster such as a bushfire destroying its last remaining habitat, this is the only viable population that could be used to re-populate their range.

While zoos and marine parks primarily promote themselves as acting in the best interests of the wildlife they keep, sometimes this is not necessarily the case. The scenario outlined in **FIGURE 4** provides one example of a situation where the best interests of the animal were not taken into account.

FIGURE 4 The case of Marius the giraffe

Last weekend, a healthy juvenile male reticulated giraffe at the Copenhagen Zoo was killed. His name was Marius. The reason given was that his genes were already sufficiently represented in the giraffe population across the zoos of the European Association of Zoos and Aquariums (EAZA) — his brother lives in a zoo in England, for example — making him a so-called 'surplus animal.' Despite the international outcry against it, the giraffe was euthanized, a necropsy was performed by scientists while educators explained the dissection to the gathered crowd, and hunks of meat were fed to the zoo's lions, polar bears, and other carnivores.

Source: Jason G. Goldman / Science Writer, originally published by Scientific American

Marine parks

Marine parks are similar to zoos except that they are home to marine creatures. They were a boom industry in the mid to late twentieth century, with many offering not just the opportunity to view marine animals but also to watch them perform.

While most marine parks promote the fact that they only house animals born in captivity or rescued from the wild, this has not always been the case. Adult orcas, for example, have sometimes been killed so that their young could be taken into captivity. Orcas were often housed in pools that were inadequate in size; the collapsed dorsal fins of many of these animals indicated inadequate standards and perhaps even boredom. In addition, the lifespan of captive orcas is halved compared to the species living in the wild.

As tourists boycotted facilities in protest against the treatment of orcas and the visitor numbers fell, marine parks such as Sea World in San Diego, California (see **FIGURE 5**) revamped their shows to improve the conditions of the animals and emphasise the natural environment. Some marine parks now also promote themselves as theme parks — for example, Sea World on the Gold Coast.

FIGURE 5 Sea World in California is home to orcas.

In contrast, China's ocean theme parks have recently experienced a tourist boom. It is thought that across China, 872 marine mammals are held, including bottlenose dolphins, beluga whales, orcas and sea lions, all taken directly from the wild and sold on the black market at prices ranging from US$50 000 to US$1 000 000.

In their natural Arctic and sub-Arctic environment, beluga whales are social animals that live in pods varying in size from a few to a couple of hundred individuals. They may travel up to 160 kilometres in a day and dive to depths of 300 metres. In captivity, they are confined to shallow tanks that only allow them to aimlessly circle their enclosure and are expected to perform tricks that are not a part of their natural behaviour.

12.6 SKILL ACTIVITY: Concluding and decision-making, Communicating

Visitors to ecotourism resorts are often attracted by brochures that emphasise the resort's environmental policies. These brochures also set out guidelines to follow to minimise visitor impact.

a. **Design** and **create** a brochure for the ecotourism resort illustrated in **FIGURE 3**. Use ICT tools and techniques to maximise the brochure's impact.
b. Add another eco-friendly activity to the island and **devise** strategies to educate tourists and minimise their impact on the environment.

12.6 Exercise

learnon

12.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 5, 9	4, 7, 8	2, 6, 10

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Check your understanding

1. **Identify** the statement that demonstrates how an ecotourism resort differs from a traditional tourist resort.
   - A. It provides opportunities for tourists to learn about the natural and cultural environment.
   - B. It aims to limit the impact of both tourists and the facilities they use on the environment.
   - C. Tourist numbers are often limited to minimise their impact on the environment.
   - D. Recycling and waste management and minimisation strategies are actively employed.
   - E. All of the above
2. One of the most famous examples of wildlife-based ecotourism in Australia is Monkey Mia in Western Australia. Here the wild dolphins come in to shore and tourists can feed, swim with, and touch them.
   a. **Predict** some potential problems that might occur between dolphins and tourists.
   b. Suggest an example of sustainable ecotourism. **Justify** your answer.
3. **Identify** the modern concept of a zoo.
   - A. Zoos are places where animals are held in captivity and are put on display for people to view.
   - B. Zoos mimic the natural environments of the enclosed animals.
   - C. Zoos take part in captive breeding programs as a part of a wider conservation strategy.
   - D. All of the above
4. **Outline** the different types of zoos and the positive and negative impacts they may have on wildlife.
5. **Identify** the main aim of a captive breeding program.
   - A. To create zoos
   - B. To increase the numbers of endangered animals in the wild
   - C. To make wild animals more accessible to ordinary people
   - D. To train animal handlers
   - E. To create stock for shooting parties

Apply your understanding

Communicating

6. Study the ecotourism resort in **FIGURE 3**.
   a. **Outline** one strategy that could be used to make this ecotourism resort even more environmentally friendly.
   b. **Justify** the change that you have suggested.
7. **Discuss** the extent to which you think zoos are an ethical form of tourism.
8. **Explain** the role zoos play in conservation programs.
9. **Communicate** the difference between marine and theme parks.
10. There is a thriving black-market trad in marine animals. **Propose** one strategy for reducing the illegal trade in wildlife.

LESSON
12.7 What is cultural tourism?

LEARNING INTENTION

By the end of this lesson you should be able to explain the different forms cultural tourism can take and explain why cultural tourism is a growth area.

TUNE IN

The United Nations World Tourism Organization (UNWTO) has provided the following definition of cultural tourism.

aud-0550

FIGURE 1 The UNWTO definition of cultural tourism

Cultural tourism is a type of tourism activity in which the visitor's essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination. These attractions/products relate to a set of distinctive material, intellectual, spiritual and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions.

This definition appears to be quite complex.

1. Work with a partner to break down this definition and create a simplified explanation of cultural tourism.
2. Brainstorm a list of activities or events that you think could be considered cultural tourism.
3. Share your ideas with the rest of your class.
4. How difficult was it to define cultural tourism? Justify your opinion.

12.7.1 Defining cultural tourism

Cultural tourism is not a new thing — it has long been a factor in many people's reasons for travel. Visits to places like Port Arthur in Tasmania, Sovereign Hill in Ballarat, the Colosseum in Rome or the Pyramids in Egypt can be considered cultural tourism, as people endeavour to learn about and connect with the past. This type of tourism prompts us to preserve and protect our heritage.

FIGURE 2 The Louvre in Paris is one of the most popular and famous cultural tourism destinations for international travellers.

Visiting art galleries, such as the Louvre in Paris (**FIGURE 2**), attending music and theatre performances, or even undertaking a cooking course in another place are also examples of cultural tourism activities that broaden our knowledge and understanding of our world and its people.

According to the UNWTO, cultural tourism is expanding rapidly. In 2019, 50 per cent of global tourist travel plans were influenced by cultural or heritage-based tourism. Within the Australian market, more than two-thirds of international visitors included either a cultural or heritage event in their itinerary. In the last four years, cultural tourism has grown by 7.5 per cent and heritage tourism by 11.2 per cent annually. Both domestic and international visitors are keen to experience the splendour of the world's oldest continuous culture. Cultural tourists tend to stay longer, on average 45 nights, compared with 31 nights for other types of tourists.

Cultural tourism has the added benefits of:

- boosting a country's pride in its living heritage
- providing a valuable economic boost to local communities
- maintaining and preserving indigenous cultures and traditions.

However, despite the growing popularity of the Australian market, Australia did not rank in the top ten destinations in 2019. Northern hemisphere travellers are impacted by the long distances and cost of flying to Australia, with much cheaper options available in the Asian market.

Globally, cultural tourism is on the rise as people return home, undertake a pilgrimage, or simply want to experience a significant cultural event in another place. Examples include the following.

- The Day of the Dead — originating in Mexico, the festival celebrates the dead, who have awakened to celebrate with loved ones before continuing their spiritual journey (see **FIGURE 3**). The festivities span three days, and the public holiday encourages people to remember and pray for family and friends who have passed away. The custom has now spread to other places such as the United States and other countries in Latin America.
- The ancient religious festival of Holi, marking the arrival of spring, celebrates the start of a plentiful spring harvest. Originating in the predominantly Hindu nations of India and Nepal, it is also referred to as the Festival of Colours, because of the traditional practice of throwing colours at the Emperor. It has now also spread to other parts of Asia, the Caribbean, North America and South Africa.
- The Hajj pilgrimage to the sacred city of Mecca, located in Saudi Arabia, is a practice dating back to the ancient prophets. With the expectation that it will be made at least once in every Muslim person's lifetime, the Hajj is an enormous gathering, attracting 3 to 5 million people each year (see **FIGURE 4**). It occurs over 5 or 6 days in the last month of the Islamic calendar.
- In many cultures where Christianity is the predominant religion, people come together to celebrate Christmas, commemorating the birth of Christ, and Easter, to remember his resurrection.

Whatever the reason, the mass movement of people associated with these events has a significant impact on both people and places.

FIGURE 3 Thousands gather to attend the Day of the Dead parade in Mexico City each year.

FIGURE 4 Muslims from all over the world make the Hajj pilgrimage to Mecca, Saudi Arabia.

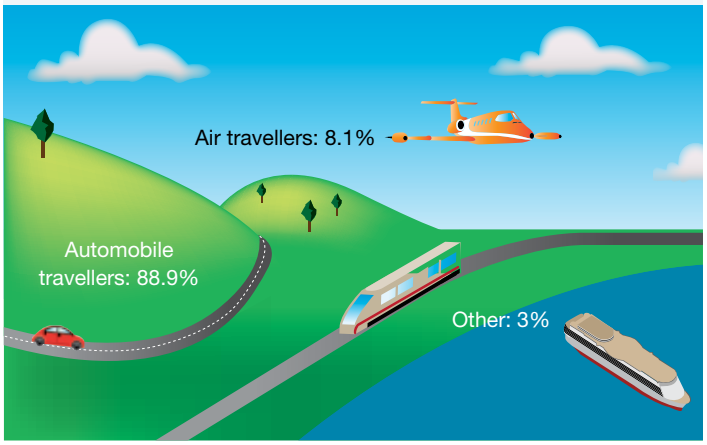
12.7.2 Thanksgiving

Thanksgiving is held each year in the United States on the fourth Thursday in November. It dates back to the seventeenth-century celebration of the harvest. Today it is a time for families to get together and give thanks for what they have.

The Thanksgiving holiday period runs from Wednesday to Sunday. As millions of people travel across the United States, transport systems are stretched to their limits, creating traffic congestion and delays.

Because the holiday season is so close to the start of winter, the weather can further complicate people's travel plans, especially for those who live in the colder northern states. Early winter storms can bring ice and snow, resulting in airport closures and impassable roads.

FIGURE 5 Modes of transport used for Thanksgiving travel



The average American will spend around 21 per cent of their Thanksgiving budget on travelling to their destination, whether by car, air or other means (see **FIGURE 5**). In 2019, 55.3 million adults travelled during the four-day Thanksgiving period to spend time with family and friends. During COVID-19, the number of travellers decreased to 50.6 million in 2020 but rebounded to 53.4 million in 2021.

12.7.3 Chinese New Year

Chinese New Year is the longest and most important of the traditional Chinese holidays. Dating back centuries, it is steeped in ancient myths and traditions. The festivities begin on the first day of the first month in the traditional Chinese calendar, and last for 15 days. They conclude with the lantern festival on Chinese New Year's Eve, a day when families gather for their annual reunion dinner. It is considered a major holiday, and it influences not only China's geographical neighbours but also the nations with whom China has economic ties.

FIGURE 6 For prosperity and good fortune, dragons and lion dances feature in Chinese New Year celebrations.

The date on which Chinese New Year occurs varies from year to year. This date coincides with the second **new moon** after the Chinese **winter solstice**, which can occur any time between 21 January and 20 February.

Chinese New Year, or Lunar New Year, is celebrated as a public holiday in many countries with large Chinese populations or with calendars based on the Chinese lunar calendar (see **FIGURE 6**). The changing nature of this holiday has meant that many governments have to shift working days to accommodate the event.

In China, many manufacturing centres close down for the 15-day period, allowing tens of millions of people to travel from the industrial cities where they work to their hometowns and rural communities. This means that retailers and manufacturers in overseas countries such as the United States and Australia have to adjust their production and shipping schedules to ensure they have enough stock on hand to deal with the closure of factories in China. For those shopping online, delays in delivery are to be expected during this period.

new moon the phase of the moon when it is closest to the sun and is not normally visible

winter solstice the shortest day of the year, when the sun reaches its lowest point in relation to the equator

The logistics of moving millions

Chinese New Year has been described as the biggest annual movement of people in China. Over a five-day period, an average of 80 million journeys are recorded in the last-minute dash to make it home for the traditional family celebrations — a total of 400 million people on the move in just five days!

Although incomes have risen for middle-class citizens in China, most people elect to travel by road as they do not want to stand in long queues for hours or even days to purchase bus or rail tickets. In 2019, over the 40-day Spring Festival period that encompasses Chinese New Year, 2.46 billion trips were made by road, 4.3 million trips were made by train (an increase of 8.3 per cent over 2018) and 76 million trips were made by air.

Airlines scheduled 532 000 flights, 10 per cent more than in 2018 and ten airports remained open around the clock to cope with the demand. It is not uncommon for commuters to add hundreds, or even thousands of kilometres to their journey; one airline passenger flew from Beijing to Kunming in Southern China via Bangkok in Thailand because there were no direct flights. Weather conditions and the impact of additional flights competing for the same amount of air space make delays inevitable.

Weather conditions can also impede rail and car travel. In 2017 a cold snap saw highways in central China covered in ice; this was further complicated by heavy fog making road travel close to impossible. In 2016, almost 100 000 people were left stranded at railway stations after ice and snow in other parts of the country caused long delays. Fifty-five trains in Shanghai and 24 in Guangzhou were unable to leave their respective stations when China was struck by a record-breaking cold snap (see **FIGURE 7**). Almost 4000 police and security guards were called in to keep order.

Late in 2018, ten new railways were added to the rail network to expand the length of China's high-speed railway — the second-largest in the world behind the United States. At its peak, the online rail booking system had to cope with 1000 bookings per minute. To ease congestion, facial-recognition software and ticketless travel were installed. High demand also leads to high prices, and scalpers were quick to cash in, charging double or even triple the usual ticket cost.

FIGURE 7 Travel chaos as crowds swell outside Guangzhou station after bad weather causes long delays

For many, motorbike travel is the cheapest way to return home, with some making journeys in excess of 400 kilometres. Motorbikes offer not only a cost saving, but also a time saving. Although China boasts one of the world's largest road networks, with almost 98 000 kilometres of motorway, when 2.4 billion people take to the roads, congestion is inevitable. Drivers with electric cars are able to recharge at one of the 7400 charging stations that have been installed. To ensure safety and improve traffic flow, 170 000 additional police in an extra 60 000 police vehicles are mobilised.

With such challenges to moving around China during this period, it is no wonder that a growing trend favoured by more than 7 million Chinese is to celebrate the New Year by travelling abroad, to 90 different countries. Others are now electing not to travel at all, instead choosing to work through the holiday period to take advantage of increased pay rates on offer. In response to an increasing trend in takeaway food orders during the festivities, some employers in the hospitality industry are offering delivery drivers triple pay to work on Chinese New Year.

In 2020, COVID-19 had a significant impact on the number of people travelling home for the Lunar New Year, as the holiday coincided with dramatic increases in cases. Three Chinese cities were in complete lockdown as the New Year holiday began, but many other cities had imposed strict travel restrictions. In addition, the impact of the illness and its potential for spread meant many people chose not to travel rather than risk infection.

To help prevent the virus spreading, the Chinese government discouraged travel and extended the holiday for a further three days to help reduce large gatherings of people.

China's Ministry of Transport data shows that travel was steady but much in much lower levels in 2021, compared with the mass movement of 2019 (**FIGURE 8**). Seventy per cent fewer trips were made in the lead-up to Chinese New Year due to the pandemic.

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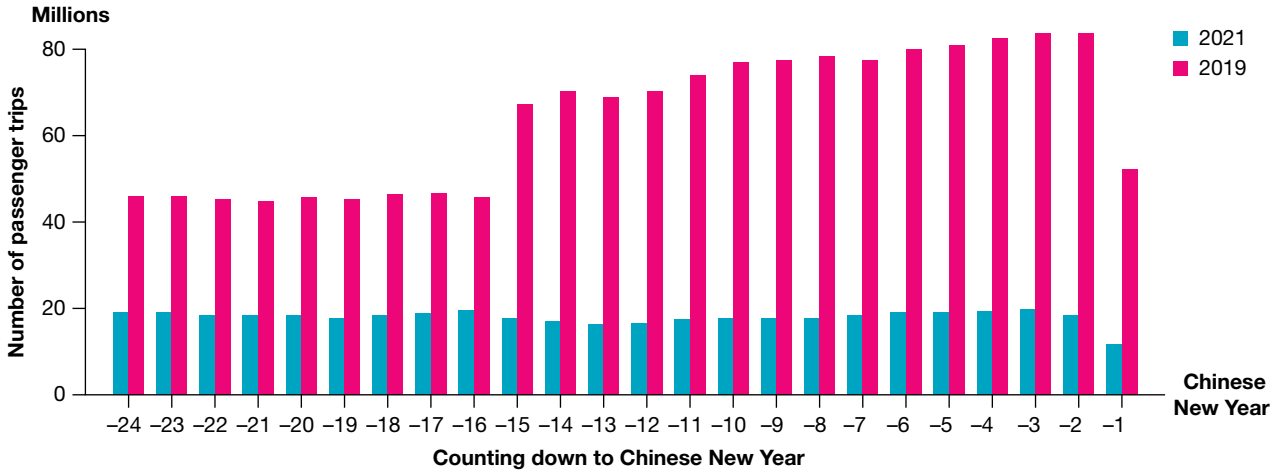
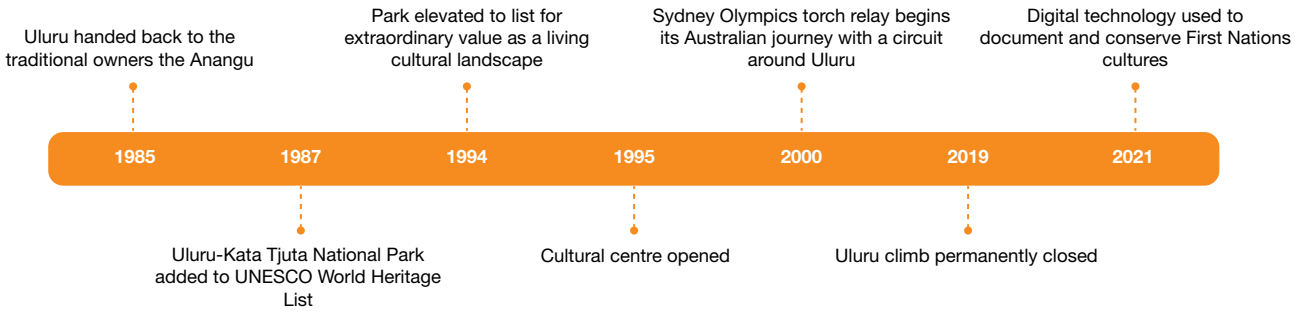
FIGURE 8 Comparing the domestic movement of people in China before and during COVID-19



12.7.4 The power of science in preserving Australia's cultural heritage

FIGURE 9 Uluru-Kata Tjuta is a living museum



A state-of-the-art digital system is being used to preserve the cultures of First Nations Peoples from the Kimberley Region to Port Augusta.

The project began as a joint venture between the Anangu Peoples, the traditional owners of Uluru-Kata Tjuta National Park and Parks Australia. It was designed to document and conserve the 80 rock arts sites which were under threat from visitors, invasive species such as wasps, water damage and dust.

FIGURE 10 First Nations Australian rock art is recorded in a database

A multimedia interactive database is being used to record the rich heritage that has been passed down through the generations in song, dance, stories and relationships. The system uses icons and graphics to help overcome problems associated with language and reading difficulties.

Three levels of information have been created — men's sites, women's sites and public sites. Access is controlled by passwords so that sensitive information is not available to the public.

Digital soundtracks, video clips, site plans, photographs, cultural sites and traditional land management strategies handed down through the 60 000 years of Anangu history and memories of first contact with white settlers have been captured for future generations.

12.7 SKILL ACTIVITY: Questioning and researching using geographical methods, Concluding and decision-making

How does Australia celebrate its culture?

1. **Brainstorm** a list of cultural events that are celebrated in Australia. (You might like to do this as a class.)
   Identify the events on your list that are unique to Australia; for example, Moomba, National Sorry Day.
2. **Select** one of these events to **investigate** in more detail. **Devise** your own research questions to find out about the history of the event and when it is held.
   What statistics can you find in relation to this event?
   Include how this event may have been impacted by COVID-19.
3. **Create** an annotated visual display to present your findings.

Resources

Weblinks Thanksgiving 1
Thanksgiving 2
COVID-19 impact on Chinese New Year travel and tourism
Chinese New Year COVID-19 advice — WHO

12.7 Exercise

learnon

12.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 5, 6	2, 3, 10	7, 8, 9

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Check your understanding

1. **Identify** the focus of cultural tourism.
   - A. The natural environment
   - B. People travelling to overseas destinations for medical care and procedures
   - C. The way of life of people in a geographical region
   - D. Managing tourism in a sustainable way
2. **Explain** why Thanksgiving and Chinese New Year are regarded as cultural events.
3. **Explain** why Chinese New Year leads to industries shutting down for 15 days.
4. **Select** the sentence that best defines the purpose of a pilgrimage.
   - A. A trip to an overseas family wedding
   - B. A journey usually made by an individual, typically with a spiritual significance
   - C. A package holiday to Thailand
   - D. A wine tour of France

Apply your understanding

Communicating

5. Using the content in lesson 12.7, **identify** the correct answer for each question relating to the celebrations of Thanksgiving and Chinese New Year.
   - a. Thanksgiving
     - i. Number of trips taken
     - ii. Most common form of transport
     - iii. Length of holiday period
     - iv. Purpose of trip/activities
   - b. Chinese New Year
     - i. Number of trips taken
     - ii. Most common form of transport
     - iii. Length of holiday period
     - iv. Purpose of trip/activities
6. Write a paragraph **explaining** how cultural events can *change* people, *places* and the *environment*.
7. **Describe** the impact the weather might have on a cultural event.
8. Write a paragraph **describing** a traditional cultural event that you and your family celebrate. Is it an example of cultural tourism? **Justify** reasons for your answer.
9. **Explain** the impact Chinese New Year might have on a clothing import business in Australia. In your answer, **explain** what business owners might need to do to ensure their business is not affected by this event.
10. Some cultural events, such as Thanksgiving, occur at approximately the same time each year, whereas others such as Chinese New Year vary more in their timeframe. **Explain** why this is so.

LESSON
12.8 How are tourism and sport connected?

LEARNING INTENTION

By the end of this lesson you should be able to discuss the increasing popularity of sport tourism and identify both positive and negative impacts of sport tourism.

TUNE IN

Did you know that cities sell the Olympics to their own citizens by quoting that there will be substantial flow-on to tourism? However, this is not always the case.

TABLE 1 Tourism statistics from various Olympic Games.

Olympics	Year	Impact on tourism
London (summer)	2012	Hotels, restaurants and cultural sites in London recorded a 40 per cent fall in tourism activity during the games.
Sochi (winter)	2014	Saw an increase in domestic tourism following the games but no impact on international arrivals.
Rio (summer)	2016	A tourist boom, with a 30 per cent increase in tourist arrivals than for the same time 12 months earlier.

1. Why do you think the Olympics has a hit-or-miss impact on tourism?
2. Do you want to go to the Olympics? Give reasons for your answer.
3. Share your ideas with the rest of the class.

12.8.1 How are tourism and sport connected?

Sport tourism involves people travelling to view or participate in a sporting event or sporting pursuits. Tourism in which someone travels to either actively participate in or watch a competitive sport as the main reason for their travel is known as **hard sport tourism**. Tourism in which someone participates in recreational and leisure activities, such as skiing, fishing and hiking, as part of their travel is known as **soft sport tourism**. A common trait in all sports tourists is their passion for the sport and a willingness to spend money to indulge this passion.

FIGURE 1 On the trail — soft sport tourism

Sport tourism is an expanding sector of the tourism industry, estimated to add $800 billion to global economies each year. It is estimated that between 12 million and 15 million international trips are made to view sporting events. Sport tourism is currently growing growing at a rate of 16.1 per cent each year. It is expected that by 2039 this industry will be valued at $1.8 trillion. But what impact does this have on people and places?

hard sport tourism tourism in which someone travels to either actively participate in or watch a competitive sport as the main reason for their travel

soft sport tourism tourism in which someone participates in recreational and leisure activities, such as skiing, fishing and hiking, as part of their travel

Governments spend millions of dollars to attract people to sporting events such as the Olympics, the cricket, the FIFA World Cup and motor racing events, to name just a few. These events also trigger:

- construction of new stadiums
- expansion and upgrades of transport networks
- improvements to airport facilities
- clean-ups of cities in readiness for the arrival of tourists.

12.8.2 The Olympics

Major sporting events such as the Olympic Games translate into improved infrastructure, and provide the host city with considerable international exposure, but this comes at a substantial cost (see **FIGURE 2**). Does this bring in more tourists and justify the capital outlay?

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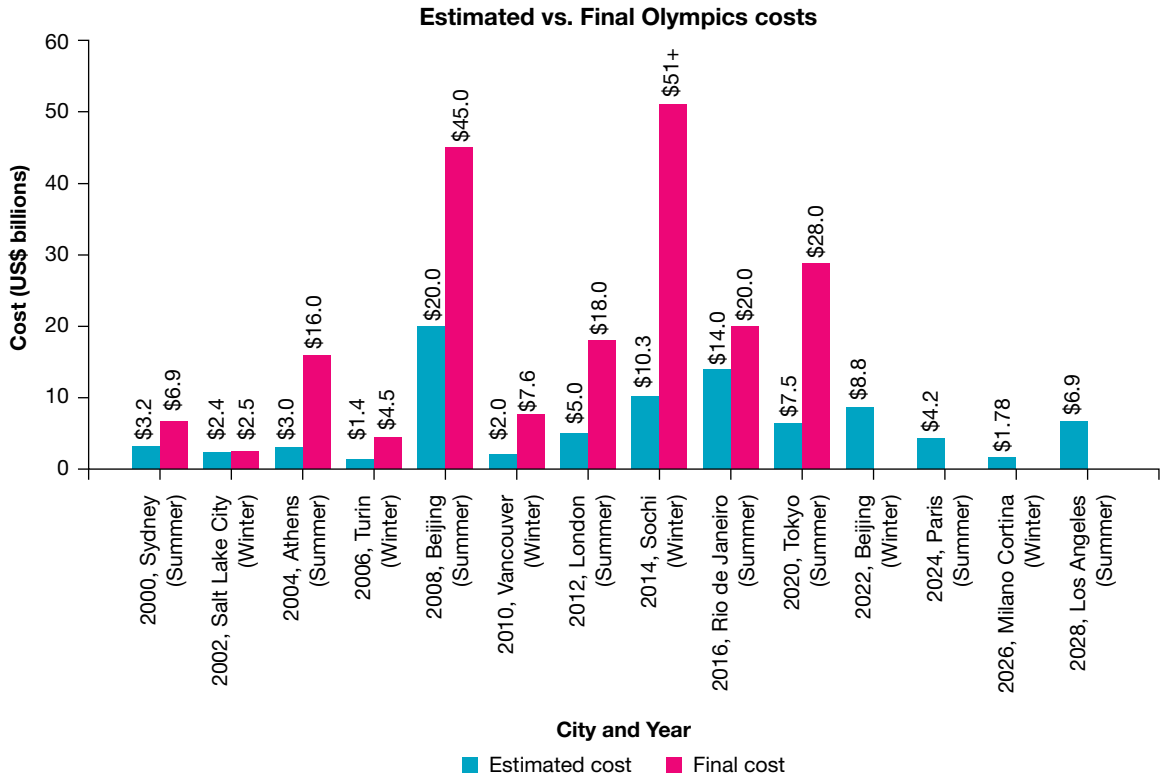
FIGURE 2 Olympics expenditure (summer and winter), including infrastructure



The general consensus among economists is that the costs associated with hosting a one-off major event, such as the FIFA World Cup or the Olympic Games, generally exceed the value of any anticipated long-term benefits. Every Olympics since 1960 has run over budget by an average of 172 per cent and has generally run at a loss. For instance the Beijing Olympics cost $40 billion and only generated $3.6 billion in revenue, while the London Olympics cost $18 billion and generated $5.2 billion in revenue.

The 2016 Rio Olympic Games were plagued by political and economic controversy. As the cost of hosting the Games blew out to $20 billion, Brazil was plunged into recession. Issues such as the Zika virus epidemic, a Russian doping scandal and high levels of pollution also threatened to derail the games. On the plus side, upgrades to the public transport network and sewerage system, cleaning up the pollution at Guanabara Bay, and the construction of nine new permanent venues and seven temporary venues delivered a boost to the construction industry. However, now that the Games are long past, Rio has a surplus of venues that it no longer needs. Plans to sell them off failed due to a lack of buyer interest, resulting in many venues, such as the Olympic pool and Maracanã Stadium (site of the opening and closing ceremonies) falling into a state of

disrepair. The athletes' village, which housed 10 000 athletes in 3604 apartments, is largely empty, with only 7 per cent of the apartments sold.

Purpose-built stadiums impose additional costs on host cities, well into the future; Beijing's 'Bird's Nest' stadium was built at a cost of $460 million, costs $10 million annually to maintain and is rarely used. The Athens's Olympics helped plunge Greece into a debt crisis and many of its stadiums are now in ruins.

In the United Kingdom during the 2012 Olympics year, statistics for August showed 5 per cent *fewer* visitors than in the previous year. Tourism spending, however, went up by 9 per cent, in part because of spending on Olympics tickets. In addition, many UK residents chose to holiday overseas rather than remain at home during the Olympic Games. Organisers were also frustrated by the number of empty seats in many of the venues. On the plus side, however, building the Olympic village provided a £6 billion boost to the building and construction industry.

But what happens to the people who originally lived on the site of the new venues and athletes' village? Quite simply, they are moved on. While they may receive some compensation, land values go up in the shadow of renewed development. Residents simply cannot afford to live in the new developments, or renovate their existing dwellings. In the lead-up to the Beijing Olympics, 1.5 million Chinese people were forced out of their homes to make way for Olympic venues.

FIGURE 3 The opening ceremony of the London Olympic Games

Once the event is over, many of the stadiums are underused, and it can take years to recover from the cost of staging the event. For instance, the city of Montreal in Canada, which hosted the games in 1976, took 30 years to pay back the equivalent of US$6 billion (in today's money) in Olympic spending.

COVID-19 and the Tokyo Olympics

COVID-19 saw the Tokyo Olympic Games postponed until 2021. It is the first time that stadiums were largely empty rather than packed with spectators. Measures put in place to add additional safeguards for athletes and officials added more to the cost of staging these games. Tokyo has been left with a $15 billion debt because of empty stadiums, even though the International Olympic Committee (IOC) raked in billions of dollars through the sale of broadcasting rights. The IOC traditionally keeps half of the television revenue generated.

12.8.3 Other sports events

It has generally been accepted that regular sporting events can have financial benefits for the host location. Many international tourists visiting the United Kingdom, for instance, include a sporting event on their itinerary. Most popular is soccer, because of the opportunity to see some of the world's most talented athletes playing in some the UK's top teams. Overall, sports tourists stay longer and are not deterred by the weather. Sporting fans also tend to spend more than the rest of the tourist population.

The popularity of football is also evident in Australia, where three separate codes (AFL, soccer and rugby league) attract huge crowds every week, and many fans are prepared to travel interstate to watch their teams play.

But it is not just football that attracts the crowds. The English cricket team, for example, is followed around the world by its unofficial cheer squad — the Barmy Army. Many Australian fans participate in a range of organised sporting tours each year, taking in some of the biggest events both at home and abroad involving, in addition to cricket, sports such as tennis, rugby and golf.

FIGURE 4 The Barmy Army are English cricket fans who travel the world to cheer on the English cricket team.

12.8 SKILL ACTIVITY: Concluding and decision-making

Phillip Island is located 100 kilometres south-west of Melbourne, Victoria, and is linked to the mainland by a bridge. The island is only 102 km^2 and has a population of around 10 000. The area is popular for its beaches and wildlife, but is also home to a Grand Prix racing circuit that stages a variety of motor sports throughout the year. Collectively more than $140 million is generated annually from the circuit's car and bike activities. Three events — the Moto GP, V8 Supercars and Superbikes — bring in around $80 million. Each of these events attracts more than 90 000 people to the island.

a. **Identify** the facilities needed to cater for such a large influx of people.
b. The mind map shown in the 12.5 Exercise shows some ideas for how the tourist dollar can flow from one job to the next. Complete a diagram like this for the Phillip Island Grand Prix Circuit.
c. **Summarise** the negative consequences that might result from having a Grand Prix Circuit on Phillip Island. Make sure you consider the impact of people and the environment, as well as the scale of such effects.
d. Write a paragraph, **explaining** the interconnection between the location of sporting facilities and their impact on people and places.
e. Do you think this is an example of sustainable tourism? **Justify** your point of view.

12.8 Exercise

learnon

12.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	5, 6, 7, 8	4, 9, 10

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- Receive immediate feedback
- Access sample responses
- Track results and progress

Find all this and MORE in jacPLUS

Check your understanding

1. **Define** 'hard sport tourism'.
   - A. Tourism in which someone travels to either actively participate in or watch a competitive sport as the secondary reason for their travel
   - B. Tourism in which someone travels to either actively participate in or watch a competitive sport as the main reason for their travel
   - C. Tourism in which someone travels to either actively participate in or watch a fashion show as the main reason for their travel
   - D. Tourism in which someone goes to a sporting event while already on a trip
2. **Define** 'soft sport tourism'.
   - A. Tourism in which someone competes in a fishing event as part of their travel
   - B. Tourism in which someone participates competitively in activities such as skiing, fishing and hiking as part of their travel
   - C. Tourism in which someone participates in recreational and leisure activities, such as skiing, fishing and hiking, as part of their travel
   - D. Tourism in which someone participates competitively in activities such as football as part of their travel
3. **Identify** a reason some of the stadiums built for the Rio de Janeiro Olympic Games were temporary, rather than permanent.
   - A. They would not be needed after the Games and could easily be dismantled.
   - B. The people did not want new stadiums.
   - C. The stadiums were too ugly to keep.
   - D. It was not possible to build permanent structures in time for the Games.
4. **Create** a table that classifies the impacts of tourism as positive or negative.
5. **Select** two positive and two negative impacts of sports tourism. For each impact, **explain** how it affects people and places.

Apply your understanding

Concluding and decision-making

6. **Explain** why the Olympics often result in a nation being heavily in debt.
7. **Explain** how hosting a major international sporting event can lead to improvements in infrastructure.
8. **Identify** a financial benefit of hosting a major sporting event. In your opinion, does the benefit outweigh the cost? **Justify** your answer.
9. Queensland has recently been awarded the 2032 Olympic Games. Considering the pros and cons of hosting such a major event, **propose** advice for the Queensland Government.
10. A leading economist recently said, 'Major events such as the Olympics should be hosted by developed countries; the cost to developing nations is too great.' **To what extent** do you agree with this statement? **Justify** your view.

LESSON
12.9 INQUIRY: Cruising sustainably

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of how cruising can be sustainable and how it can have a positive impact on the economy, society and the environment.

Background

In this inquiry, you investigate how a cruise can be managed sustainably and have a positive impact on economy, society and the environment.

Mystic Cruises is about to add a new cruise ship to its fleet. As a member of the company's cruise-development team, you need to design a seven-day cruise, including exotic ports of call and shore excursions that allow cruise guests to take in the sights and culture of the places they visit. If your itinerary is accepted, you will also have the honour of naming the ship.

FIGURE 1 Which ports will your cruise visit?

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Discuss the following:

1. The pillars of sustainability, economy, society and environment.
2. The places that people in different age groups or life stages might want to visit.
3. The different types of experiences that might be eco-friendly.
4. The different types of experiences that might be considered culturally based.

Inquiry steps

Step 1: Questioning and researching using geographical methods

In this inquiry you are required to plan a seven-day cruise for a new cruise line. You can choose where the cruise ship will operate (for example, Australia and the Pacific, the Caribbean, the Mediterranean).

Select your ports (at least four) and write your inquiry question — remember you need to cater for a variety of people and offer a variety of experiences.

Investigate seven-day cruises to give you an idea of where you might travel in seven days.

Conduct research into your four ports of call.

Collect your information in table format.

Identify places of interest in each location (more than you might need for your final presentation) that support eco-friendly activities, provide the opportunity for a cultural experience and will appeal to different ages and life stages.

Use the **Carnival Cruises**, **CruiseCo**, **P&O Cruises** and **Royal Caribbean** weblinks in the Resources panel to get you started.

Step 2: Interpreting and analysing geographical data and information

Create a master table that will pull your research together.

Categorise each of your activities as eco-friendly, cultural or contributing to the economy, and indicate your target audience. An example is shown below.

Eco-friendly	Cultural	Appeals to	Economy
	Fire walking and traditional feast	All ages and life stages	Employment for local people Tour operator may be international

Step 3: Concluding and decision-making

Reflect on your table and select your four ports of call. Make sure you can realistically visit these ports within the timeframe of your cruise.

For each port of call, **develop** three shore excursions that will allow people to take in the sights and culture of the places they visit.

Decide which information you will use in your presentation to attract tourists.

- Port information and excursions
- Eco-friendly/cultural
- Appeals to
- Economy

FIGURE 2 What cultures will your passengers discover?

Step 4: Communicating

Create your presentation — you might choose to use PowerPoint or Prezi or make a video.

Remember to include a map that shows the cruise journey and ports of call.

Remember to include your shore activities and make your cruise appeal to a wide range of travellers.

Give your ship a name and include this in your presentation.

Use visuals to make your presentation more appealing.

Complete your self-assessment using the **Inquiry rubric** or access the 12.9 exercise set to complete it online.

on Resources

Digital document: Inquiry rubric (doc-39693)

Weblinks
Carnival Cruises
CruiseCo
P&O Cruises
Royal Caribbean

LESSON
12.10 Investigating topographic maps: Nature-driven tourism at Victoria Falls

LEARNING INTENTION

By the end of this lesson you should be able to identify features on a topographic map and examine their impacts on tourism at a specific location.

12.10.1 Tourist mecca

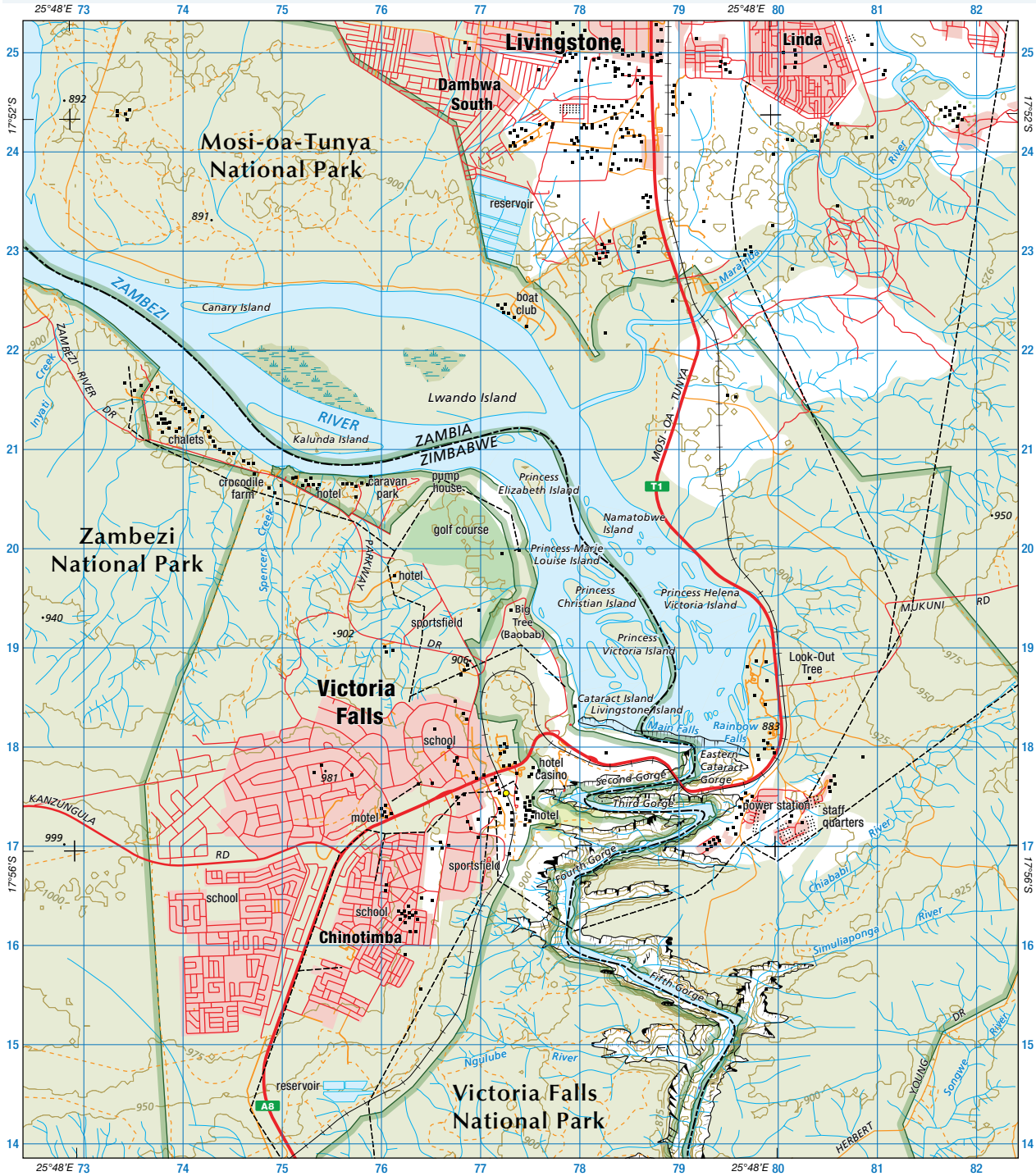
Victoria Falls, or Mosi-oa-Tunya, has been recognised as a World Heritage site due to its spectacular waterfalls. The falls attract several hundred thousand visitors from around the world each year, which has led to the development of numerous tourist businesses to cater to them.

UNESCO has deemed Victoria Falls to be a site of exceptional natural beauty and geological importance. The main falls, located on the Zimbabwe side of the border with Zambia, drop in excess of 100 metres. Due to the outstanding universal value posed by this collection of waterfalls, a significant tourism industry has sprung up on both sides of the border. Victoria Falls covers an area of 6860 hectares. The region is used for a variety of tourist activities including rafting, helicopter flights, walking with lions, abseiling and bungee jumping, bush walks, mountain biking, jet boats, horseback and elephant-back safaris, as well as fly fishing.

FIGURE 1 Oblique aerial photo of Victoria Falls

int-8562

FIGURE 2 Topographic map extract of Victoria Falls, Zambia and Zimbabwe, 2021



Legend

940	Spot height	route no. T1	Highway		Watercourse
	Building		Major road		Water body
	Index contour	unsealed	Minor road		Urban area
	Contour (interval: 25m)		Track		Vegetation
	International boundary		Railway, station		Recreation area
	Cliff or gorge		Transmission line		Wetland
					National park

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Source: © OpenStreetMap contributors, https://openstreetmap.org, Data is available under the Open Database Licence, https://opendatacommons.org/licenses/odbl/; Spatial Vision.

Resources

eWorkbook: Investigating topographic maps — Nature-driven tourism at Victoria Falls (ewbk-10651)
Digital document: Topographic map of Victoria Falls, Zambia and Zimbabwe (doc-39317)
Video eLesson: Investigating topographic maps — Nature-driven tourism at Victoria Falls — Key concepts (eles-6002)
Interactivity Investigating topographic maps — Nature-driven tourism at Victoria Falls (int-8562)
Google Earth: Victoria Falls

12.10 Exercise

learnon

12.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 4	1, 3	5, 6

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- Access sample responses
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Check your understanding

1. Which of the following physical features forms a natural boundary between Zambia and Zimbabwe?
   - **A.** A gorge
   - **B.** A perennial lake
   - **C.** A dam
   - **D.** A highway
2. Give the area reference for Canary Island.
3. What is found at GR765202?
4. **Describe** how people staying in Livingstone, Zambia, get to Victoria Falls.

Apply your understanding

Communicating

5. **Evaluate** the impacts (positive and negative) of tourism to this area.
6. **Suggest** how the COVID-19 pandemic might have affected tourism in this region.

LESSON
12.11 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

12.11.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

12.2 How is tourism important?

- Tourism is, generally speaking, one of the world's fastest-growing industries.
- A combination of factors such as increased leisure time, improved standard of living and advances in technology have ensured that tourism is no longer only for the rich.
- New forms of tourism, such as medical tourism and opportunities to travel and work overseas, are contributing to the expansion of the tourism industry.

12.3 What is global tourism?

- Tourism is accessible to a wider demographic.
- With people living longer, there are more opportunities for mature-aged tourists and cheap travel options for the 18- to 25-year-old market.
- North America, China and Western Europe are not only popular destinations, but also among the top ten in tourism spending.
- Most hotel chains are owned and operated by companies based in the United States.

12.4 Is Australian tourism growing?

- More Australians are choosing to travel abroad rather than holiday at home; this is mostly due to increased choice and competition within the tourism industry.
- While New South Wales continues to attract the most international visitors, Western Australia has also recorded strong growth.
- Tourism is important to the Australian economy; global events such as a pandemic can have a dramatic impact on our tourism industry.

12.5 What are the impacts of tourism?

- Tourism has both positive and negative impacts, and these impacts can be interconnected.
- While tourist spending can boost the economy, this is not always of benefit to the local community if people are being exploited, or if revenue is going to major corporations and locals are being underpaid.
- The infrastructure that is needed to support the tourism industry can also benefit local communities.

12.6 How can we manage the environmental impacts of tourism?

- Eco-tourism aims to be sustainable, to limit the impact of tourism and to educate the public.
- Zoos and aquariums perform an important role in the education of the public and conservation of endangered species.
- Many zoos and aquariums have undergone a transformation to make them more eco-friendly, but this is not the case everywhere.

12.7 What is cultural tourism?

- Cultural tourism results in the mass movement of people over a short period of time so that they can come together to celebrate their shared history, religion or traditions.
- Examples of cultural tourism include Chinese New Year and Thanksgiving.
- While it is traditional for people to spend holidays with their extended family, there is a growing trend of travelling abroad to avoid the holiday overcrowding.

12.8 How are tourism and sport connected?

- It is becoming more common for people to combine a sporting event with their travels, either as an active participant or a passive observer.
- Major sporting events such as the Olympics are often touted as being a financial windfall for the host nation; however, while there might be a peak in employment in the lead-up and during the event, nations can also be left with significant debt.
- Some travel companies focus primarily on putting together sporting itineraries.

12.9 INQUIRY: Cruising sustainably

- Students complete an investigation into the cruising industry.
- Students develop a 7-day cruise itinerary that will have a positive impact on economy, society and the environment.

12.10 Investigating topographic maps: Nature-driven tourism at Victoria Falls

- Victoria Falls is a UNESCO site of exceptional natural beauty and geological importance.
- Tourism forms a vital part of the economy in this region.

12.11.2 Key terms

developed describes countries with a highly developed industrial sector, a high standard of living, and a large proportion of people living in urban areas

ecotourism tourism that interprets the natural and cultural environment for visitors, and manages the environment in a way that is ecologically sustainable

gross domestic product (GDP) the value of all the goods and services produced within a country in a given period of time (usually a year). It is often used as an indicator of a country's wealth.

hard sport tourism tourism in which someone travels to either actively participate in or watch a competitive sport as the main reason for their travel

infrastructure the facilities, services and installations needed for a society to function, such as transportation and communications systems, water pipes and power lines

Masai an ethnic group of semi-nomadic people living in Kenya and Tanzania

mature-aged describes individuals aged over 55

national parks parks or reserves set aside for conservation purposes

new moon the phase of the moon when it is closest to the sun and is not normally visible

soft sport tourism tourism in which someone participates in recreational and leisure activities, such as skiing, fishing and hiking, as part of their travel

winter solstice the shortest day of the year, when the sun reaches its lowest point in relation to the equator

12.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Can the tourism choices we make today be managed sustainably, to have a positive impact on economy, society and the environment?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10650)
Reflection (ewbk-10652)
Crossword (ewbk-10653)

Interactivity Tourists on the move crossword (int-7650)

12.11 Review exercise

Students, these questions are even better in jacPLUS

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Access additional questions

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Multiple choice

1. Which of the following people would not be considered a tourist?
   - A. Bec moves to London permanently to work as a teacher.
   - B. Callum spends a weekend with friends camping in a nearby national park.
   - C. Hyun spends two weeks of the summer holidays with relatives in Sydney.
   - D. Charlie spends three days at a yoga retreat in the country.
2. Which of the following countries was not in the top ten destinations for tourist earnings in 2019?
   - A. United States
   - B. France
   - C. Australia
   - D. Mexico
3. Identify the typical features of a backpacker's travel plans. Select all that apply.
   - A. Tight budget but willing to work
   - B. Flexibility
   - C. Uses superannuation to fund travel
   - D. All of the above
4. Which of the following countries was not in the top ten destinations for tourists in 2019?
   - A. United States
   - B. France
   - C. Australia
   - D. Mexico
5. Identify a potential new growth area for tourism.
   - A. Sports tourism
   - B. Cultural tourism
   - C. Space tourism
   - D. All of the above
6. Why has international travel become more common? Select all reasons that apply.
   - A. Faster travel times across long distances
   - B. Fewer airlines on major tourist routes
   - C. Lower prices for flights and tours
   - D. More leg room in commercial plane cabins
7. Which of the following are challenges faced by developing economies with growing tourist numbers? Select all that apply.
   - A. Enforcing environmental protections
   - B. Balancing local and tourist needs
   - C. Keeping the profits in the local community
   - D. All of the above

8. Which country is the most common international destination for Australian tourists?
   - **A.** New Zealand
   - **B.** China
   - **C.** Indonesia
   - **D.** England
9. What is the most common reason that tourists visit Australia?
   - **A.** Business
   - **B.** To visit family
   - **C.** Holiday
   - **D.** Education
10. Identify the hard sport tourism activities from this list.
   - **A.** Travelling to the UK to watch the World Netball Cup finals
   - **B.** Travelling to Aspen in the USA for a skiing holiday
   - **C.** A rock-climbing holiday in the Grampians National Park in Victoria
   - **D.** Hiring a mountain bike for a day of trail riding

Short answer

Communicating

11. If tourism does not significantly harm or change natural or cultural environments, does this mean it is environmentally sustainable? **Justify** your answer.
12. Consider this scenario.
    A proposal has been put forward to rezone about 1155 hectares of land at Cape Leveque on the Dampier Peninsula, in order to expand tourism accommodation and facilities. The plans include a sealed road from Broome, a new airstrip and the development of 4- and 5-star resort-style accommodation. The resort will contain a large bistro/restaurant, self-contained accommodation, hotel accommodation and cabins.
    Describe a possible positive change and a possible negative change this may have on the environment.
13. **Describe** one example of why it can be difficult to balance the needs of tourists and protect the environment.
14. **Discuss** the reasons why someone might travel to Thailand for dental surgery.
15. Which of the four types of tourist would be most likely to take a cruise-ship holiday? **Justify** your answer.

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CIVICS AND CITIZENSHIP

13 Civics and Citizenship concepts and skills 696

GOVERNMENT AND DEMOCRACY

14 Constitutional change and the legislative process 706

LAWS AND CITIZENS

15 Australia's justice system and the courts 728

CITIZENSHIP, DIVERSITY AND IDENTITY

16 Global citizenship 788

13 Civics and Citizenship concepts and skills

LESSON SEQUENCE

13.1 Overview 697
13.2 Concepts in Civics and Citizenship 698
13.3 Skills in Civics and Citizenship 701
13.4 SkillBuilder: Using Cornell Notetaking ..... online only
13.5 SkillBuilder: Using and referencing quotes ..... online only
13.6 SkillBuilder: Analysing bias ..... online only
13.7 SkillBuilder: Creating political advertisements ..... online only
13.8 SkillBuilder: Structuring an essay ..... online only
13.9 SkillBuilder: Conducting and analysing a survey ..... online only
13.10 SkillBuilder: Creating and analysing a table ..... online only
13.11 Review 705

LESSON
13.1 Overview

Hey students! Bring these pages to life online

Watch videos

Engage with interactivities

Answer questions and check results

Find all this and MORE in jacPLUS

13.1.1 Introduction

As a student of Civics and Citizenship, you are developing the knowledge and skills you and your society will need now and into the future. In your study of Civics and Citizenship, you will cover topics around Australia's democratic systems of government and the justice system. Studying Civics and Citizenship may be necessary for your chosen career, or it may help indirectly by giving you broader knowledge and skills, especially in the understanding of government and legal systems.

FIGURE 1 Australians have a responsibility to participate in their political system; understanding how to find reliable information is an important part of fulfilling this responsibility.

On Resources

eWorkbook Customisable worksheets for this topic (ewbk-11579)

Video eLesson Civics and Citizenship concepts and skills (eles-6127)

LESSON
13.2 Concepts in Civics and Citizenship

LEARNING INTENTION

By the end of this lesson you should be able to explain why it is important to study Civics and Citizenship, and to define the key concepts in this subject area.

13.2.1 Why we study Civics and Citizenship

Australia is a relatively safe society by global standards. We have laws enforced by police that apply to the whole community; public facilities are maintained by local councils and state governments; and many essential services are provided by government. Most of these factors are dependent on having a stable and secure government and parliamentary representatives, who are accountable to the people who elect them.

Government decisions and laws passed by parliament affect many areas of your life. The political ideologies that influence government policies will continue to affect you, and the society in which you live, into the future. You have a responsibility to care about these various ideas and to engage with the society that your vote will help shape in the future.

13.2.2 What are the main concepts in Civics and Citizenship?

Active citizenship

People enjoy certain rights and freedoms from living in a democratic society. This includes the right to vote, freedom of speech and the right to practise their religion. However, with rights come responsibilities, such as informed voting, undertaking jury duty and advocating for our democratic values. Active citizens are informed and participate in civic and political processes at local, state, national, regional and global levels.

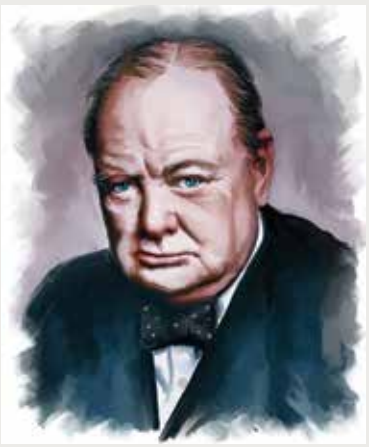
Democracy

Democracy is a political system where power rests with the people. Rules govern the electoral process that is used to choose our government and the way our government operates. Regular elections that are free and fair enable us to replace our political leaders if we believe they are no longer meeting our needs.

FIGURE 1 Winston Churchill was the British prime minister from 1940–45 and from 1951–55.

'Many forms of Government have been tried, and will be tried in this world of sin and woe. No one pretends that democracy is perfect or all-wise. Indeed it has been said that democracy is the worst form of Government except for all those other forms that have been tried from time to time…'
— Winston S. Churchill, 11 November 1947

Winston Churchill (British prime minister during World War II) said that democracy is basically the best form of government. However, there are many forms of democracy, so which form was Churchill referring to? Democratic systems are appealing for a number of reasons, including having organisations that support and protect people, and having systems that uphold human rights. Some people are critical of Churchill and don't agree with his political views. The freedom for people to disagree with, and even criticise, Churchill is another key aspect of a democratic society — freedom of political expression.



Global citizenship

Australia is a part of a global community; our civic participation is not confined to within our national borders. On the world stage, we have an obligation to ensure that we advocate for the rights and freedoms of individuals regardless of where they live. Australia enters into agreements to ensure that our own citizens enjoy those same rights and freedoms.

Legal systems

The presumption of innocence, the rule of law and the right to a fair trial underpin our legal system. The notion of justice means that people will be treated fairly in the eyes of the law, with equal access to what they need when they use the legal system. If does not mean that everyone who commits a crime will be punished in the same way, but rather that the punishment will be fair.

Identity and diversity

Australia is a culturally diverse society and our sense of belonging is a blend of our differences and shared experiences. Distinct communities are evident among First Nations Australians and those who have migrated to Australia in search of a new life. People are free to express their differences and culture. Shared experiences such as Anzac Day, Reconciliation Week and Mabo Day unite us and help to define our sense of community and belonging.

FIGURE 2 Traditional media, such as newspapers and television news, have long covered protests. Now, however, protesters have immediate access to a worldwide audience and can use this to influence the perspectives of others. To what extent are you influenced by what you read on social media about issues? Do you know the process behind what you see in your newsfeed?

13.2.3 Your focus in Year 9

This year in Civics and Citizenship, you will mainly be learning about the design of our political and legal system. In particular, you will learn about:

1. the role of political parties and independent representatives in Australia's system of **government**, including the formation of governments
2. how citizens' choices are shaped at election time (for example, public debate, **media**, **opinion polls**, advertising, interest groups, **political party** campaigns)
3. how social media is used to influence people's understanding of issues
4. the key features of Australia's court system and the role of a particular court (for example, a Supreme Court, a Magistrates Court, the Family Court of Australia) and the types of cases different courts hear
5. how courts apply and interpret the law, resolve disputes and make law through judgements (for example, the role of precedents)
6. the key principles of Australia's justice system, including equality before the law, independent judiciary and right of appeal
7. the factors that can undermine the application of the principles of justice (for example, bribery, coercion of witnesses, trial by media, court delays).

government a body of people who have the authority to control or govern a community, state or country

media the forms of communication between a source and receivers including TV, radio, print media, digital and the internet as well as forms of social media. The term usually refers to mass media and the ability of media to inform and influence people.

opinion polls an assessment of public opinion by questioning a representative sample, especially as the basis for forecasting the results of voting

political party an organisation that represents a group of people with similar political philosophies or ideas. The aim of a political party is to get its members elected to parliament so that it can hold political power and their ideas can influence the way Australia is governed.

13.2.4 Where can Civics and Citizenship skills lead?

Careers that draw on Civics and Citizenship skills are many and varied. For some careers, these skills are essential, with further education and experience helping to develop these skills for work. These types of roles include:

- lawyer
- Member of Parliament
- ministerial adviser
- public servant
- police officer
- marketing roles
- lobby groups roles
- public relations roles
- local government staff
- Electoral Commission staff
- human rights worker
- foreign diplomat.

Civics and Citizenship skills are also *transferable* skills that are helpful in a variety of workplaces and industries, in addition to industry-specialist skills. This includes roles in:

- management
- project management (architects, engineers, project managers)
- journalism
- dramatic arts
- the military
- security services
- intelligence services
- import/export businesses
- emergency services
- disaster management
- environmental management.

FIGURE 3 The concepts and skills you study in Civics and Citizenship are transferable to many different careers.

LESSON
13.3 Skills in Civics and Citizenship

LEARNING INTENTION

By the end of this lesson you should be able to name the key Civics and Citizenship skills and explain why they are important.

13.3.1 What skills will you build this year?

This year, you will continue to build your ability to use the four broad categories of skills in Civics and Citizenship . In particular, you will be expected to examine sources of information with a more critical eye. The following summaries are to remind you of these four key skills.

Questioning and researching

You will develop and refine questions to investigate Australia's political and legal systems, and contemporary civics issues facing Australia today. You will use these questions as the basis of your research into contemporary Australian society and its capacity to foster fairness, diversity and inclusiveness for different groups, such as First Nations Australians and refugees. These questions will help you locate, select and compare information, data and ideas from a range of appropriate sources.

In Year 9, you will look at more resources from political parties and court decisions. Additionally, you will look at various types of social media to examine how different groups of people try to persuade Australians how to vote.

Analysis, evaluation and interpretation

Analysis involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole.

This year you will consider the different parts of our society and how they affect each other. The skills you develop will help you determine what kinds of information you can rely on to be accurate and identify where bias might exist. You will refine your skills at finding current data and looking at data in different formats, such as graphs, tables, media reports, charts of election results or opinion polls.

As part of your evaluation, you will draw evidence-based conclusions and consider different perspectives and interpretations of data.

Civic participation and decision-making

Participating in the civic process involves identifying and evaluating the methods and strategies related to making decisions about the ways in which an active and informed citizen can participate within society.

In Year 9, this may involve developing an action plan to address a contemporary civics issue or being involved in a campaign to raise awareness about an injustice. You might examine an existing strategy or plan that has been adopted by the government and advocate for change in a responsible manner.

Communicating

An important skill you will develop is presenting and communicating ideas, perspectives and arguments based on evidence and research on contemporary civics and citizenship issues. Your explanations will be clearly expressed and consider not only the issue, but also the outcome of civic action, participation and engagement.

13.3.2 SkillBuilders in the topic

In addition to these broad skills, there is a range of essential practical skills that you will learn, practise and develop as you study Civics and Citizenship. The SkillBuilder lessons will tell you about the skill, show you the skill and let you apply the skill to the topics covered.

The SkillBuilders you will use in Year 9 are as follows:

- Using Cornell Notetaking
- Using and referencing quotes
- Analysing bias
- Creating political advertisements
- Structuring an essay
- Conducting and analysing a survey
- Creating and analysing a table.

LESSON
13.4 SkillBuilder: Using Cornell Notetaking

online only

How is Cornell Notetaking useful when researching?

When you are asked to 'do research' you need to investigate a particular topic or event. To do this well, it is important to have a system to record your research. Cornell Notetaking is a system for taking notes. Cornell Notetaking helps you remember the material that has been covered in class and to revise material you have learnt previously.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
13.5 SkillBuilder: Using and referencing quotes

online only

How do you accurately and appropriately cite sources?

Using and referencing quotes accurately are important questioning and researching skills. These skills are also important for communicating your ideas effectively. When writing an essay, assignment or report, you need to include evidence to support your arguments. If this evidence takes the form of a quote or includes the use of statistics, then you must show the reader where this information came from.

Select your learnON format to access:

- an overview of the skill and its application (Tell me
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
13.6 SkillBuilder: Analysing bias

online only

What is bias?

When gathering and using information in Civics and Citizenship, it is vital to ensure that it is from a reliable source. This means you need to identify and analyse intentional and unintentional bias in sources. Bias is the influence of a person's views and opinions on the way they present information. Bias is revealed through careful examination of the language that the author uses, as well as the data that they present to support their views.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
13.7 SkillBuilder: Creating political advertisements

online only

What makes a successful political advertisement?

Political advertisements play a key role in persuading voters during elections and shaping public opinion between elections. The purpose of this SkillBuilder is to help you understand the decision-making process behind creating these ads. This knowledge will also help you to analyse advertisements by enabling you to identify and analyse bias and consider the ways that political advertising influences the Australian political agenda.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
13.8 SkillBuilder: Structuring an essay

online only

How do you structure a good essay?

Essay writing is an important communication skill in Civics and Citizenship. You will learn how to explain information in detail and present evidence that supports your ideas in an objective way. You will also learn to argue your point of view.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
13.9 SkillBuilder: Conducting and analysing a survey

online only

How do you construct a survey and do basic analysis?

Collecting information through a survey is part of the questioning and researching skill. A survey is the process of collecting data for the purpose of analysing an issue. It consists of putting a set of questions to a sample group of people.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
13.10 SkillBuilder: Creating and analysing a table

online only

How do you use tables of data?

A table is a way of displaying information, or data, in an organised way. One aspect of close analysis is to be able to transform data sets into a new form, so that you can accurately assess the information the data shows. This allows you to interpret information to identify the main features or ideas, then determine how the parts relate to the whole. This skill will help refine your skills analysing different types of data, such as graphs, tables and charts of election results or opinion poll results.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
13.11 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results | **Watch teacher-led videos** | **Practise questions with immediate feedback**

Find all this and MORE in jacPLUS

13.11.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

13.2 Concepts in Civics and Citizenship

- Studying civics and citizenship is important because it means you can play an active, informed role in society.
- Key concepts you will study this year are:
  - active citizenship
  - democracy
  - global citizenship
  - legal systems
  - identity and diversity.
- Civics and Citizenship skills are transferable skills that help in a variety of jobs and workplaces.

13.3 Skills in Civics and Citizenship

- Questioning and researching
- Analysis, evaluation and interpretation
- Civic participation and decision-making
- Communicating

13.11.2 Key terms

government a body of people who have the authority to control or govern a community, state or country

media the forms of communication between a source and receivers including TV, radio, print media, digital and the internet as well as forms of social media. The term usually refers to mass media and the ability of media to inform and influence people.

opinion polls an assessment of public opinion by questioning a representative sample, especially as the basis for forecasting the results of voting

political party an organisation that represents a group of people with similar political philosophies or ideas. The aim of a political party is to get its members elected to parliament so that it can hold political power and their ideas can influence the way Australia is governed.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11579)
Reflection (ewbk-11581)

Hey teachers! Create custom assignments for this topic

Create and assign unique tests and exams | **Access quarantined tests and assessments** | **Track your students' results**

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LESSON
13.4 SkillBuilder: Using Cornell Notetaking

LEARNING INTENTION

By the end of this lesson you should be able to create accurate and detailed notes by using the Cornell Notetaking system.

13.4.1 Notetaking in Civics and Citizenship

You might have learned the basics of the Cornell Notetaking system in previous years. This lesson will help you refine your process. At Year 9 level, it is a good habit to use this skill to take notes in class and revise.

13.4.2 Tell me

Cornell Notetaking is a system for taking notes. You may have learnt to use it when you are researching, but you can also use this system during class, organising these notes, and reviewing them later on. The purpose of Cornell Notetaking is to help you remember the material that has been covered in class, and to revise material you have learnt previously.

DID YOU KNOW?

Cornell Notetaking was developed at Cornell University by Professor Walter Pauk in the 1940s. Pauk's note-taking method provides a structure that means the notes can also be used for revision or research purposes. He devised an approach to notetaking called the 'five Rs' — record, reduce, recite, reflect, review.

FIGURE 1 The five Rs of notetaking

Record: During the lecture, write all meaningful information legibly.
Reduce: After the lecture, write a summary of the ideas and facts using key words as cue words.
Recite: To study properly, you must recite all the information in your own words without looking at your notes or the text.
Reflect: Think about your own opinions and ideas. Raise questions and record original ideas.
Review: Before reading or studying new material, take ten minutes to quickly review your older notes. Skim over the main ideas and details.

— Pauk, W. (1989). *How to Study in College* (4th Ed.). Boston, MA: Houghton Mifflin.

FIGURE 2 Cornell University is located in Ithaca, New York.

Do you remember what you had for breakfast on Monday five weeks ago? It is unlikely that you would unless there was a specific reason to, such as it being your birthday, or burning the toast and setting smoke alarms off!

Our brain usually remembers information if it is significant for some reason (that's why significant events are described as memorable), or if the brain has gone over the information multiple times. It is difficult to quote lines from a movie if you have only seen it once. But if you see the same movie multiple times, and tell friends about your favourite part, and repeat quotes from the movie, then you will probably remember the most quotable lines!

Taking notes is similar, in that we need to *use* and go over information for our brain to *retain* the information. In this way, the information can be 'transferred' from the short-term to long-term memory. Taking notes by hand helps you retain information, whether you are listening to a teacher, watching a documentary, reading a textbook, or doing research on a website.

13.4.3 Show me

The blank lined page is divided into four sections.

- Top
- Left column
- Right column
- Bottom section

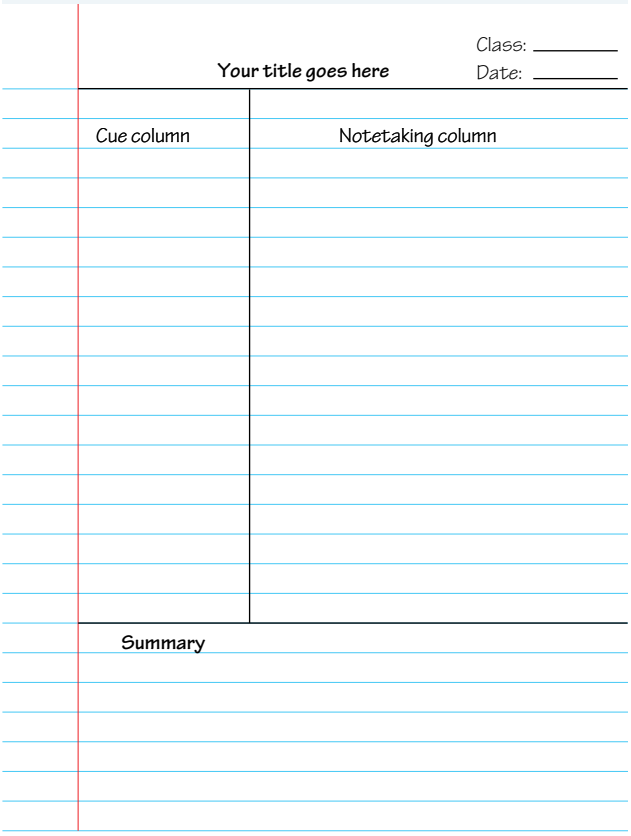
Top: Allow enough space to record the title of the book/name of website/textbook chapter, date and topic heading.

Right column (approximately 70 per cent of the page width): Most information is recorded in this column in dot-point form. This means you can record information quicker than writing full sentences.

Left column (approximately 30 per cent of the page width): This column is used for the key ideas that are in the notes. To use the system for revision, key questions about the material in the notes should be written in the right column.

Bottom section (approximately eight lines from the bottom, full width of the page): The bottom section of the page is used for writing a *summary* of the information in the right column above. Generally, this is done a short while after the session (such as in the evening after your class that day).

FIGURE 3 The page layout for Cornell Notetaking



13.4.4 Let me do it

Complete the following activity to practise this skill.

13.4 ACTIVITY

Practise your notetaking by completing the following task or completing a step-by-step **Worksheet** from your Resources panel.

a. Choose three separate sources of information about an issue in state politics this week. (Try to use different kinds of sources.)
b. Make notes on each sources using the Cornell system.

LESSON
13.5 SkillBuilder: Using and referencing quotes

LEARNING INTENTION

At the end of this lesson you should be able to accurately and appropriately cite the sources you have used in your research.

13.5.1 Using and referencing quotes in Civics and Citizenship

Using and referencing quotes accurately are important questioning and researching skills but this is also important for communicating your ideas effectively. At a Year 9 level, you should be able to use appropriate ethical protocols, including specific formats for acknowledging other people's information, and understand that these formats can vary between subjects and organisations. The referencing system you see in one source might not be the same as the next.

13.5.2 Tell me

Why is it important to reference quotes?

When writing an essay, assignment or report, you need to include evidence to support your arguments. If this evidence takes the form of a quote or includes the use of statistics, then you must show the reader where this information came from. This can be done through the use of a referencing system.

There are many different referencing systems used throughout the academic world. Some systems were developed at the world's leading universities and so bear their names. The Harvard and Oxford systems are examples of these, and they happen to be the two most widely used referencing systems.

- The Harvard system uses in-text references in the form of parentheses or brackets containing the author's name and the year of publication, like this: (Smith, 2014).
- The Oxford referencing system uses numbered footnotes. A footnote lists bibliographical information at the foot (bottom) of a page, and the number corresponding to that footnote is shown at the end of the relevant section of text, usually a sentence, like this.[1] (Note: This footnote does not actually reference anything but is just used as an example of what a footnote number looks like.)

The Harvard referencing system has its origins in the scientific field. A simple and direct system, it was later adopted by the wider academic community. Due to its simplicity and ease of use, the Harvard system has become more widely used than its Oxford counterpart.

The HASS skills topics of this series teach you how to use the Harvard system to create lists of references for your research. In this lesson you will learn the next part of the system: how to incorporate quotes into your written work.

FIGURE 1 Correct referencing is an important part of the research and writing process.

13.5.3 Show me

Step 1

There are three techniques for incorporating other people's ideas and information into your work, and you should choose the one that works best for a particular piece of information and the way you are communicating your ideas. News articles may rely more on direct quotes, an essay may include more paraphrased ideas.

TABLE 1 Examples of quoting and paraphrasing

	Definition	Example	Ethical protocols
Direct quote	An exact copy of the words and structure of the author shown in quotation marks	'The Harvard system is far better than its Oxford counterpart' (Smith, 2020: 12).	• Always ensure you quote exactly — word-for-word.
Edited quote	A slightly edited version of what the author has written, either taking words out or adding them in	Smith (2014: 12) claims that '… Harvard is [a] far better [system] than its Oxford counterpart'.	• Use only to make the quote fit the grammar of a sentence. • Ensure that the original idea or message of the author is reflected in your quote: twisting their words to change the meaning is unethical. • Always show where you have made edits. Three dots show you have taken words out. Square brackets show you have added words.
Paraphrased information	An idea that has been rewritten with completely new words and structure	It has been suggested that Oxford referencing is inferior to the Harvard style (Smith, 2014: 12).	• Do not use their words or structure. • The meaning of the information must be the same.

DOES IT COUNT IF I REPLACE A FEW WORDS WITH THE THESAURUS?

Using someone else's words and writing structure but swapping in a few synonyms here and there is still plagiarising even though the text is not exactly the same. You are using another writer's basic structure and most of their words without acknowledging it. Many teachers and publications use software or web services to detect this kind of plagiarism. Do the right thing: use and cite your sources appropriately.

Step 2

Each of the different types of reference requires different types of in-text referencing. Understanding the different types and the rules for citation will help you to include the information correctly.

TABLE 2 Methods of in-text referencing for each type of quote

Type of citation	How to reference it	Example
Paraphrase (simple)	• Include the author's surname and the year the source text was published in parentheses at the end of a sentence.	The information was easy to find; social media sites were publishing it (Smith, 2019).
Paraphrase (using the author's name in your sentence)	• Include the year of publication in parenthesis directly after your rewriting of the information.	The information was easy to find; as Smith (2019) demonstrated, many social media sites were publishing it.
Direct quotes (fewer than three lines of your writing)	• Add the author's surname and the year the source was published in parentheses at the end of a sentence and the page number of the reference. • Write the whole quote in quotation marks.	'Social media sites published this information' (Smith, 2019: 12).
Direct quotes (more than three lines of your writing)	• Add the author's surname and the year the source was published in parentheses at the end of a sentence and page number of the reference. • Include substantial quotes as a separate paragraph. To differentiate the quote from the regular text, this paragraph is usually indented from the left and right and written with a slightly smaller font or different line spacing	The information that influenced voters was easy to find. Social media sites published this information widely in a number of countries. The source of the original posts, however, were impossible for us to trace. (Smith, 2019: 12).
Using the author's name in your sentence	• Include the year of publication directly after this, again in parentheses.	The information was easy to find, as Smith (2019) demonstrated, many social media sites were publishing it.

13.5.4 Let me do it

Complete the following activity to practise this skill.

13.5 ACTIVITY

Practise your skill using quotes by completing the following task or completing a step-by-step **Worksheet** from your Resources panel.

a. Choose three separate sources of information about an issue in federal politics this week. (Try to use different kinds of sources.)
b. Write your own point of view about this issue, incorporating four references to your sources — one using each of the techniques shown above (direct quote, edited quote, substantial quote and paraphrased quote).

LESSON
13.6 SkillBuilder: Analysing bias

LEARNING INTENTION

By the end of this lesson you should be able to identify and analyse intentional and unintentional bias in sources.

13.6.1 Analysing information for bias in Civics and Citizenship

When gathering and using information in Civics and Citizenship, it is vital to ensure that it is a reliable source. That is, students should analyse sources of information very carefully to identify he type of information it is and to ensure that the information is valid and credible. A variety of sources can be used, including those based on a person's opinion, but they should be identified. This is because information could be biased which will have an impact on how it is presented.

13.6.2 Tell me

Bias is the influence of a person's views and opinions on the way they present information. It may be done on purpose if the author is trying to persuade the reader, but it could also be unintentional (sometimes called 'unconscious bias'). This occurs when an author presents information that is not objective or that favours some ideas or groups over others but they are not aware that they are doing so.

Bias can be very subtle, and it is not always dangerous or necessarily bad, but it is important to be able to identify when this happens so you are aware of potential inaccuracies or distortions in the information. At its most serious, it could have consequences in the application of the law and the potential to undermine justice. Bias is revealed through careful examination of the language that the author uses as well as the data that they present to support their views.

FIGURE 1 Bias can compromise the fairness of the judicial system.

13.6.3 Show me how to do it

Step 1

Look for bias that is revealed in the language choices. Is the information presented in an objective or subjective way?

- **Objective information** is data or information presented without emotive words or opinion.
- **Subjective information** is presented based on opinion or bias.

For example, describing a car accident as a 'traffic collision' is objective but describing it as 'a horror smash' is subjective. This is because it is a very emotive phrase and designed to elicit a reaction from the reader.

When analysing bias, start by examining the language that is used. This will give a clue about how the author wants the reader to think or feel about the issue based on their information. Look for words that have particular negative or positive **connotations.** For example, is it designed to make the reader feel angry, sad or victimised, or to take a certain viewpoint?

Consider how replacing objective language with subjective language can introduce strong bias.

bias the influence of a person's views and opinions on the way they present information

objective information factual information that has not been influenced by the opinion and/or emotions of the writer

subjective information information that has been influenced by the opinion and/or emotions of the writer, and does not necessarily reflect facts or logical conclusions

connotations other suggested associations or implied meanings

TABLE 1 Comparing objective with subjective language

Objective	Subjective — viewpoint favouring victim	Subjective — viewpoint favouring accused
The homeowner woke at 2:00 am and heard breaking window glass at the rear of the property.	The brave victims were woken in the middle of the night by the terrifying sounds of smashing glass inside their home.	The naïve targets were fast asleep through the entire, seamless operation — until the window was broken.

DISCUSS

What types of media outlets that you know of are more likely to use strong subjective language in their reporting? As a class, examine how the same event or issue in the media is explained and discussed using different language in print, on TV, in online news sites and on social media.

Step 2

Look for bias that is reflected in the way that data that has been shown, or sets of data that have been included or excluded.

Consider **FIGURE 2**, a release from the Australian Bureau of Statistics from 6 February 2020.

The information was published by the Australian Bureau of Statistics (ABS), who are releasing information to the public based on state police-force records. The report does not include any biased or emotive language as the ABS is an **apolitical** organisation.

apolitical not favouring one political party or group over another, not interested in politics

FIGURE 2 Extracts (1 and 2) from the ABS Recorded Crime — Offenders, 2018–19 report

EXTRACT 1

Homicide and related offences increase to an eight-year high

Offenders with a homicide related principal offence increased to 752 in 2018–19. This was the highest number of offenders recorded in Australia for this offence in eight years and resulted in an offender rate of 3.4 offenders per 100 000 persons. This offender rate has ranged between 3.1 and 3.6 offenders per 100 000 persons over the same eight-year period. Between 2017–18 and 2018–19:

- Murder increased by 87 offenders (37%)
- Attempted murder increased by 19 offenders (14%)

This page last updated 6 February 2020.

Source: https://www.abs.gov.au/ausstats/abs@.nsf/mf/4519.0 (Australian Bureau of Statistics), accessed 22 June 2020.

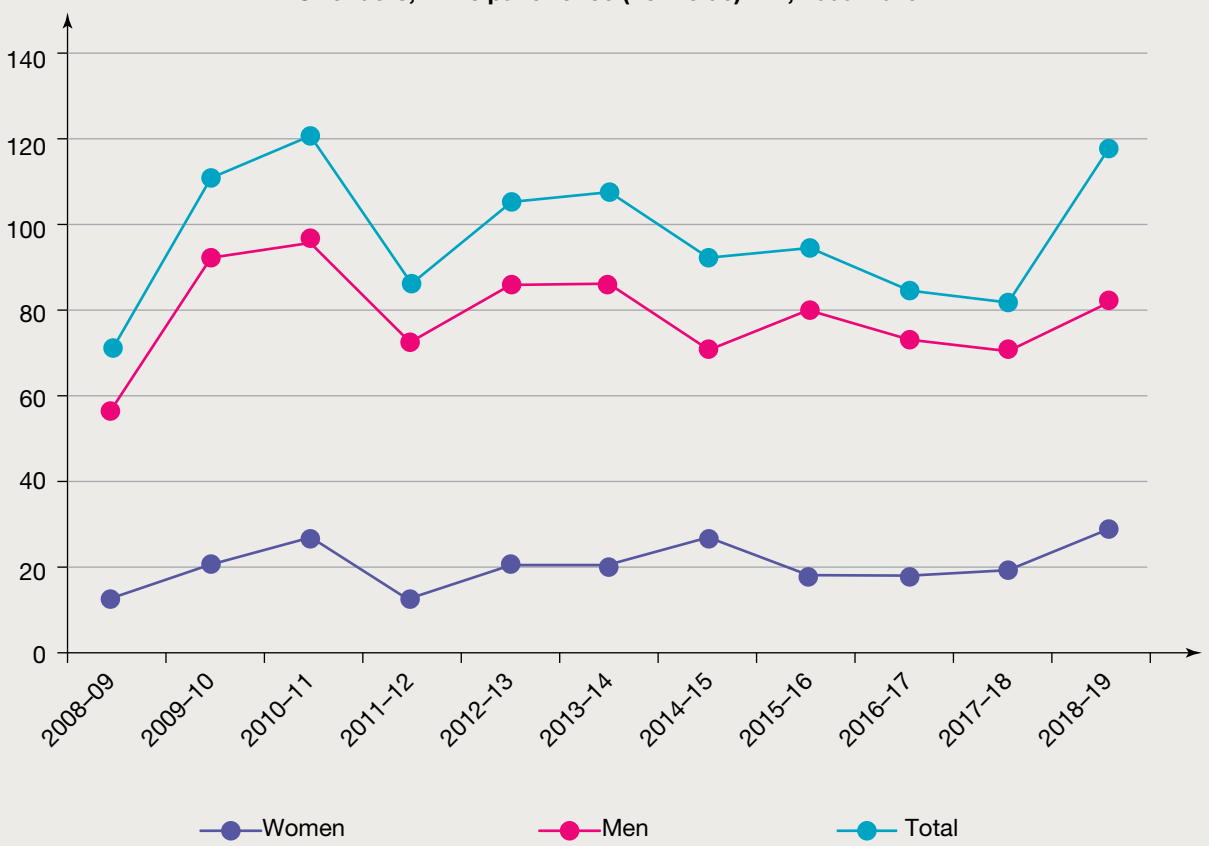
EXTRACT 2

Representations of Western Australian homicide offender data: numbers of offenders (table)

Offenders, Principal offence (homicide) WA, 2008–19											
	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
Women	11	19	25	11	19	18	25	16	16	17	26
Men	56	93	96	72	86	87	70	80	73	70	82
Total	70	111	121	86	105	108	92	95	84	81	118

Source: ABS, 4519.0 — Recorded Crime — Offenders, 2018–19, Offenders, states and territories (accessed 20 June 2020).

Representations of Western Australian homicide offender data: numbers of offenders (graph)



Source: ABS, 4519.0 — Recorded Crime — Offenders, 2018–19, Offenders, states and territories, (accessed 20 June 2020).

To look for potential bias embedded in a source or areas where the data could potentially be misunderstood:

- Examine the language for emotive words, or language that favours one thing over another; for example, in **FIGURE 2** consider the words 'Murder increased by 87 offenders'. Offenders is an objective way of describing the people who have been convicted of murder. Had this sentence, instead, been worded 'The senseless taking of life increased with 87 new murderers', the language would be far more subjective.
- Look at the data, parameters and sample sizes carefully, and determine what each figure represents exactly — for example, what is the difference between the offender rate and the number of offenders?
- Look for trends and patterns that might change the way the data is interpreted. Are there seasonal or longer-term trends that need to be considered? Is ten years long enough to be able to identify an upward or downward trend?
- Consider who produced the data. Is the organisation or person who collected or collated the data reputable? In this case, the ABS is highly reputable, but organisations that use statistics to support their arguments do not always do so ethically.
- Consider the intention, purpose and context of the data. Does the person or organisation who is presenting the data have anything to gain from presenting the information? Is the data presented exact and supported with references or is it vague and unreferenced? In this case, the ABS has nothing to gain. The data is well referenced and exact, with notes to explain any important information people need to understand the data, the scope of how it was collected and its limitations. Step 3, is to consider these additional notes.
- Consider the way the data is presented. Does the table of data give a different impression to the graph? Does one look more alarming? Does one make differences between the data sets seem more obvious? The data presented in the table and graph in **FIGURE 3**, **EXTRACT 2** are exactly the same, but the visuals of the graph makes the differences between levels of offending between genders much more obvious at a glance.

DISCUSS

How is it possible that there was an eight-year record high of homicide-related principal offences, but the offender rate wasn't the highest in the last eight years? Investigate what these terms mean. What factors might affect the offender *rate*, apart from the number of homicides?

Step 3

Look closely at the data and how it is presented.

- Is the data set complete?
- Has everything been included?
- Is it reliable?
- Is it from an appropriate time period?

In some circumstances, data may be used to purposely mislead. Information or statistics may have been compiled using studies that have been discredited or from research that was flawed or outdated. Alternatively, people may present only some of a data set to make the results seem more (or less) significant.

This may be to present one viewpoint only, rather than a broad discussion of all points of view. Presenting one view only is not a problem as such, but it is essential to recognise you have only part of the possible information or data set and seek alternative sources of information.

When you see a data set in a source, always examine it carefully. For example, consider the following.

- What was the sample size of the data?
- Do the figures presented show the whole picture or have parts been left out?
- Is the data recent or might there be a newer study?

Look closely at the following data about police proceedings (when police take action against alleged offenders; for example, court action, penalty notices and cautions) that were reported by the ABS. Look for missing information, which might suggest that the data does not include all of the possible samples or sets. This could affect the overall picture that the data presents significantly. Reliable sources will include notes to explain the limits of their data to help prevent people misinterpreting the information, which will be indicated with superscript numbers or symbols (superscript is a smaller font that sits above the normal line of text, like the superscript 1 in the following example). This set of data includes 6160 words of explanatory notes.

FIGURE 3 Extracts from the ABS Recorded Crime — Offenders, 2018–19 report

EXTRACT 1

Police proceedings

The number of police proceedings decreased across nearly all the published states and territories[1], with the exception of Queensland which increased by 1%. The total number of police proceedings recorded in 2018–19 were:

- 230 482 in New South Wales
- 163 362 in Queensland
- 114 515 in Victoria
- 63 855 in South Australia
- 17 453 in the Northern Territory
- 15 044 in Tasmania
- 3221 in the Australian Capital Territory

The most common principal offences proceeded against by police were:

- Acts intended to cause injury in New South Wales (16%), Victoria (19%) and the Australian Capital Territory (23%)
- Illicit drug offences in Queensland (25%) and South Australia (33%)
- Public order offences in Tasmania (22%) and the Northern Territory (42%)

[1] Data relating to police proceedings for Western Australia are not included in this publication, see explanatory notes for further information.

EXTRACT 2

Explanatory notes (Proceedings in Western Australia)

Western Australia Data about police proceedings are unable to be successfully matched between the two separate crime recording systems used by Western Australia Police. Therefore data relating to police proceedings for Western Australia are not included in this publication. This affects Tables 16 and 17 and precludes the production of national data about police proceedings or the number of times an offender was proceeded against by police.

Source: https://www.abs.gov.au/ausstats/abs@.nsf/mf/4519.0 (Australian Bureau of Statistics), accessed 22 June 2020.

DISCUSS

When you first read **FIGURE 3** Extract 1, did you notice that Western Australia was missing? Would you have noticed if it was another state or a territory? Discuss as a class why it is important to know whether the data you are considering represents all of the possible samples, areas or variables that make up the whole data set.

If you were a news website editor trying to blow these statistics out of proportion for a sensational headline, what would you focus on? Share your headline ideas with the class, and discuss how to analyse the claim alongside the data to explain how the information is being misrepresented. Discuss the importance of being able to fact-check the media in Australia.

on Resources

Weblink ABS Recorded Crime — Offenders, 2018–19 (data set 4519.0)

13.6.4 Let me do it

Complete the following activities to practise this skill.

13.6 ACTIVITIES

Practise your skill analysing bias by completing the following tasks. To do this you can complete a step-by-step **Worksheet** from your Resources panel.

1. Rewrite the ABS summary in **FIGURE 2** to:
   - make the reader angry about homicide levels
   - convince the reader that violent crime in Australia has increased and make them fearful.
2. Explain how you adapted the information to make it biased.
3. Find a graph, chart or table that is being used to support a news story online. (Search for heated political issues.) Analyse whether the data supports the claims being made in the article. If so, explain why. If not, identify what extra information you might need to be able to judge whether the data is being used to present a biased perspective.
4. Access the latest ABS crime data.
   a. Choose a data set and create a table to communicate that information (either on paper or digitally).
   b. Translate your table into a graph. Choose a scale and type of graph that emphasises one element (a trend or an anomaly).
   c. Write a paragraph to explain your choices and what you hoped to emphasise.

LESSON
13.7 SkillBuilder: Creating political advertisements

LEARNING INTENTION

By the end of this lesson you should be able to create an advertisement to promote a political message.

13.7.1 Creating political advertising

How information is presented depends very much on the type of information being conveyed, the audience and the method being used. A detailed analysis is often presented as a report or an essay, which is likely to be read by a small group of interested people. Short messages intended to grab the attention of a large audience are more likely to be presented in the media as an advertisement. TV, print media or pop-up ads on internet sites are attention grabbing and have a very wide reach. This kind of advertising plays a key role in persuading voters during elections, and shaping public opinions between elections.

13.7.2 Tell me

An advertisement is designed to convince individuals or groups of people to take particular action. Most advertising we see is aimed at encouraging us to buy particular products, but advertising can also be used to encourage people to take action on a political issue.

A good advertisement:

- is designed to attract attention
- uses basic but bright colours and simple images
- provides key information in bold print
- uses recognisable symbols and logos
- provides clear, direct reasons for action
- uses simple language.

The purpose of this lesson is to help you understand the decision-making process behind creating these ads. This knowledge helps you to analyse advertisements, too — especially when you are identifying and analysing bias and considering the ways political advertising influences the Australian political agenda.

13.7.3 Show me

Step 1

Identify your central message and mood, your audience and where your ad will be placed.

The type or form of advertisement used will depend on the information that is being presented. For example, when you are asked to prepare a public service announcement, what this means is that the message must be easy to understand and give a high level of information but be concise. The information needs to be short and to the point without any ambiguities (confusion).

The ACTU ‘Change the Rules’ campaign aimed to improve pay and conditions for workers through, specifically:

- a fair minimum wage
- the protection of penalty rates
- pay rises that reflect the cost of living
- equal pay for equal work
- better job security.

FIGURE 1 is a poster that was used to encourage workers and others to join the ACTU's 'Change the rules' campaign.

FIGURE 1 An advertisement to encourage people to support the ACTU 'Change the Rules' campaign

Note the use of the following features to create a mood and convey the message.

Mood

The **mood** is very sombre, with dark colours in the background and an atmosphere of unhappiness. The mood of an advertisement can be serious and sombre, or very positive, depending on the nature of the message. For example, the mood is created in **FIGURE 1** with the mother attempting to comfort her child. Both are clearly very unhappy and appear as victims. The mood of people in a poster or advertisement helps to make the people who see it feel the same way.

Message

In **FIGURE 1**, the clear message is that this family is suffering because of poverty, resulting from low wages. It is important to use the image to relate to the campaign message.

- The white text in the middle stands out and conveys a simple message.
- The slogan 'Change the rules' reinforces the ACTU campaign message. Simple slogans can be very powerful campaign tools.
- The organisation behind the campaign, the trade union movement, is clearly identified at the bottom.

Audience

Showing a mother and her child at home is an image that is intended to grab the attention of the target audience of this ad. The purpose was to encourage workers who feel they deserve better pay or who are struggling to provide for their families, so showing a similarly struggling family appeals to this audience.

Step 2

When constructing an advertisement, it is important to identify the form that it will take as this will affect the way the information is presented. Therefore, you need to choose whether the advertisement will be a print advertisement (for example, newspaper, magazine or billboard), a TV advertisement, appear online (for example, on a website or as a social media paid post or pop-up), or on radio or another form of media.

mood the emotional temperature or feelings reflected in an image or writing

Step 3

Draft the advertisement and ask for some feedback about your messaging. Can someone who has never seen your advertisement identify its three core elements?

- Can they describe the mood accurately?
- Can they explain simply what the ad is encouraging people to do (or not do)?
- Can they identify the target audience accurately?

If your reviewer cannot identify any of these elements, tell them what you were intending to show and ask what they suggest you change to make your ad clearer.

Step 4

Complete the final copy, considering the feedback you received.

13.7.4 Let me do it

Complete the following activity to practise this skill.

13.7 ACTIVITY

Practise your skill of constructing an advertisement by producing a print or online advertisement for a new political party.

To do this, complete a step-by-step **Worksheet** from your Resources panel.

LESSON
13.8 SkillBuilder: Structuring an essay

LEARNING INTENTION

By the end of this lesson you will be able to identify, explain and create the parts of a well-structured essay.

13.8.1 Extended writing in Civics and Citizenship

Essay writing is an important communication skill in Civics and Citizenship. You will learn how to explain information in detail and present evidence that supports your ideas in an objective way, and to argue your point of view. Being able to write an essay is a crucial skill to practise and develop over time. This lesson focuses on structuring your essays.

13.8.2 Tell me

An effective essay has three parts — an introduction (outline of the essay), body (paragraphs that explain the points in detail) and conclusion (summary of the essay) — all of which link together to present the information to the reader.

Overall, an essay should clearly explain the background of an issue, contain evidence and examples and, perhaps most importantly, discuss the positives and negatives of an issue. Even though this is about explaining your ideas and thoughts on the topic, essays are not a 'free form' type of writing. Like many tasks you are asked to do at school, there are specific conventions (rules or standards to follow) when it comes to structuring an essay.

13.8.3 Show me

Before you plan your structure, you need to plan your main points and collect your evidence. Use this lesson when you have completed your research into an essay topic.

Step 1

What is an introduction?

An introduction is a paragraph that outlines the direction of the essay. It usually includes:

- reference to the question or topic
- two or three key definitions
- an outline of the evidence used to support the points.

It may also include a thesis statement. This is a sentence which addresses the question and makes the general direction of the essay clear. How you write your thesis statement will depend on what the verb in your question is asking you to do. For example:

Question: 'Political parties are essential in the Australian political system.' *Discuss* this statement.

Thesis: The statement 'Political parties are essential in the Australian political system' is valid to a high degree.

OR

Thesis: Political parties are essential in the Australian political system and have a high level of influence.

The rest of the introduction should outline (give a very brief summary of) the evidence and examples used to support the thesis. It should also follow a full paragraph structure.

ARE THE VERBS IN THE TOPIC IMPORTANT?

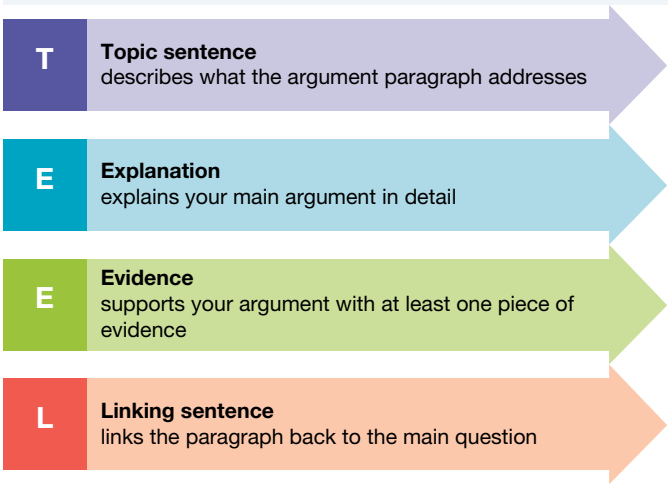
For this question, you are being asked to *discuss*. This verb means you need to explain any issues and provide points for and/or against the statement. The verbs in essay questions are important parts of the task: they tell you what kind of approach you need to take. With an essay that asks you to discuss, think carefully as you plan your essay: are there points for and against? When you are asked to discuss, showing that you understand both sides of an issue often leads to a more in-depth and thoughtful response than simply arguing for one side. If you are asked to argue for or against a specific topic, you will need to plan a completely different essay. Some of the evidence might be the same, but the structure and focus will be very different.

Step 2

What is an argument paragraph?

You will have developed your ability to write and link argument paragraphs in years 7 and 8. This is the section of an essay that presents a point of view or explains a specific idea. Beginning with a topic sentence, the paragraph will then explain the idea and support it with evidence. Finally, a linking sentence will draw the reader's attention back to the key questions being discussed. You will remember this as the TEEL structure.

FIGURE 1 TEEL paragraph structure



Imagine your teacher asks you to write an essay focusing on the following statement: *Discuss the process for forming government in Australia.*

The following paragraph is an example of the kind of paragraph that you would find in this essay. The paragraph was written using the TEEL structure. The different parts of the paragraph can been colour coded to make it easier to see TEEL in action.

There are many steps in the process needed for forming government in Australia, whether it be at State or Commonwealth level. Because Australia is a democracy, the first step in the process is for an election to be called. An election is where the people come together to freely choose their representatives in parliament. For the Federal Parliament, according to the Constitution, an election must be held every three years or sooner and is called by the Governor-General. In reality, it is the Prime Minister who calls the election and the Governor-General issues the writs and prorogues parliament. It then goes into 'care-taker mode' which means that the Government and Ministry are not able to make any major decisions unless it is an emergency. This is the first of many steps in the process for forming government in Australia.

Step 3

What is a conclusion?

A conclusion is a paragraph which summarises the essay. It is sometimes described as a re-working of the introduction but with slightly different language so it 'finishes' the argument by highlighting the key point: your central opinion or main idea. It might sound obvious, but your conclusion should, essentially, answer the question you have been given.

DON'T I HAVE TO COME UP WITH SOMETHING NEW?

One of the stages at which students get 'stuck' with an essay is trying to find new and interesting ways to write their main contention (thesis statement) that is different from the wording of the topic. While you do need to show that you can use a variety of language and demonstrate that you understand the words used in the topic, some students take this a little too far, and lose the clear connection between the topic and their thesis. When you're more advanced and accomplished in your essay writing, you will find varying your language *and* making the connection to the topic clear easier; however, until then, don't be afraid of using the words of the topic in your conclusion to make it 100 per cent clear how your ideas relate to the topic. For example, for this topic:

FIGURE 2 Focus on clarity before creativity in your conclusion

Discuss the process for forming government in Australia.

Your conclusion might begin:

The process for forming government in Australia involves many steps, both at the federal and state level.

It isn't inventive, but it is *very* clear.

13.8.4 Let me do it

Complete the following activity to practise this skill.

13.8 ACTIVITY

Use the information and tips in this lesson to practise writing your introduction, argument paragraphs and conclusion for one of the following essay topics. Be sure to use the TEEL structure because it will help you logically organise your thoughts and arguments.

- 'Political parties are essential in the Australian political system.' Discuss this statement.
- Discuss the process for forming government in Australia.

You will need to do some research before writing your practice paragraphs. When you have finished your essay, use highlighters or coloured pencils to identify each of the sections of your essay. Check that you have all of the required elements.

LESSON
13.9 SkillBuilder: Conducting and analysing a survey

LEARNING INTENTION

By the end of this lesson you should be able to construct a survey to collect data on a specific topic, and complete some basic analysis of your data.

13.9.1 Using surveys

In Year 9, you will extend the ways you research by collecting your own data to support your ideas and views.

13.9.2 Tell me

What is a survey?

A survey is the process of collecting data for the purpose of analysing an issue. It consists of putting a set of questions to a sample group of people. For example, a political party may conduct a survey to find out whether citizens are satisfied with the party's policies.

How is a survey useful?

Surveys are an efficient way of collecting information from a large number of respondents. The questions can range widely to reveal people's attitudes, values, opinions and beliefs on political or legal issues.

A good survey:

- has a clear written introduction
- has simple questions early on
- places more sensitive personal questions towards the end
- leaves enough room for all the questions to be answered
- is of reasonable length
- is well presented
- is clearly analysed once responses are collected.

FIGURE 2 outlines more tips on creating a good survey.

FIGURE 1 Creating your own survey as research gives you access to data that is local and targeted.

FIGURE 2 Survey tips

Top tips for surveys

1. Make the early questions simple to encourage survey completion.
2. Place the more sensitive personal questions towards the end.
3. Place responses in order ranging from positive to less positive (e.g. always, sometimes, never).
4. Do not fold two questions into one (e.g. 'Do you spend your money on games and DVDs?').
5. Consider leaving space at the end of the survey for 'other comments'.
6. Set out your answer spaces in a straight line, either horizontally across the page or vertically down the page.
7. Use a pleasant, encouraging manner when interviewing.
8. Explain to the interviewees why you are doing the survey.
9. Thank the interviewees for their assistance.

13.9.3 Show me

Step 1

Decide what you want to learn. You need to clearly decide the goals of your survey beforehand, otherwise your survey results will be unclear. Frame your goal in a single sentence; for example,

I want to know who people in my community are planning to vote for and why, or I want to know how much people in my school know about the court system in Western Australia.

Step 2

Decide who you want to survey. Will your target group include both young people and adults, or just young people? How many people will you survey? Generally, the more people you survey, the more reliable your results will be, but that doesn't mean you have to survey a wide range of people. You might choose to survey a lot of people from the one narrow group; for example, students in Year 9 at your school. There may not be many students, but if you receive responses from everyone you still have the data you need.

Step 3

Decide what method you will use to collect the data. Consider factors such as cost, speed and whether sensitive information is involved. Survey methods include:

- personal interviews
- telephone survey
- mail survey
- email survey
- internet/intranet webpage survey.

Online formats such as Survey Monkey and Google Forms are a useful method of conducting surveys online.

FIGURE 3 You may have seen surveys in stores or facilities asking customers to rate their experience. Surveys using emojis or symbols can be a good way to encourage people to respond: tapping a picture can seem a lot easier than thinking about number ratings or finding the words to answer questions

Step 4

Design your survey. Start with a friendly introduction to encourage people to complete the survey. Work out your questions. There are two main types of survey questions.

- Closed questions ask the respondent to select an answer from a range of options.
- Open questions allow the respondent to record their thoughts about an issue.

Closed questions that ask respondents to rate something against a scale should have an even number of options for such a scale. This is because people often go for the easy option and pick the middle number. An even number of possible ratings (for example, 1–6, instead of 1–5) means than respondents can't just pick the middle 'neutral' number. **FIGURE 4** shows you some of the different types of questions you could use in your surveys.

Try to keep your survey short and your questions simple. Make sure the layout is uncomplicated and easy to follow.

Step 5

Conduct a small trial of your survey to make sure the questions are clear and achieve your goals. Make any necessary changes to your questions, and keep testing them until your answers are well understood.

FIGURE 4 Examples of different types of questions

<table>
<tr><th>Question type</th><th>Example</th></tr>
<tr><td>RATING SCALE</td><td>How would you rate the performance of our courts? Please circle one response.

Excellent Good Fair Poor</td></tr>
<tr><td>AGREEMENT SCALE</td><td>How much do you agree with the following statements? Please tick one response.

<table>
<tr><th></th><th>Strongly agree</th><th>Agree</th><th>Disagree</th><th>Strongly disagree</th></tr>
<tr><td>The courts treat everyone fairly.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Australia’s judges are independent.</td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>MULTIPLE CHOICE</td><td>What is your age? Please circle one response.

Age: 12–14 15–16 17–18 Over 18</td></tr>
<tr><td>OPEN–ENDED</td><td>Why do we allow people to appeal court decisions?

.....
.....
.....
.....
.....</td></tr>
</table>

Step 6

Conduct your survey and collate the results. These can then be analysed for patterns or anything unusual. When you analyse the results, consider working out percentages. For example: the females aged 12–16 surveyed spend 10 per cent of their money on computer games, while the males aged 12–16 spend 25 per cent.

13.9.4 Let me do it

Complete the following activity to practise this skill.

13.9 ACTIVITY

In a small group, design and conduct a survey. It is to be a paper-based survey carried out by personal interview. Note that paper surveys should allow enough room for interviewees to write their answers. (If it is difficult to meet together, you can plan the survey via video chat, and create a simple online survey.)

In your group, select one of the following topics for your survey or create your own:

1. Concerns for Australians now and for the next five years
2. Satisfaction with the performance of the Commonwealth Parliament
3. Satisfaction with the performance of the Western Australian State Parliament.

You can also complete a step-by-step **Worksheet** from your Resources panel to help you with this task.

LESSON
13.10 SkillBuilder: Creating and analysing a table

LEARNING INTENTION

By the end of this lesson you should be able to construct a table of data about a specific topic, and complete some basic analysis of your data.

13.10.1 Using tables of data

One aspect of close analysis is to be able to transform data sets into a new form, so that you can accurately assess the information the data shows. This allows you to interpret information to identify the main features or ideas, then examine the information closely to determine how the parts relate to the whole. The skills you develop will help you to determine what kinds of information you can rely on to be accurate, how to determine if information is current, and how to spot bias in information that is presented as being factual. You will also refine your skills analysing different types of data, such as graphs, tables and charts of election results or opinion poll results.

13.10.2 Tell me

What is a table?

A table is a way of displaying information, or data, in an organised way. The data (text or numbers) is arranged in columns (reading down) and rows (reading across). A table is sometimes called a grid, because the rows and columns are separated by lines, which form a grid.

How are tables useful?

Tables are useful in the following ways.

- Tables provide a lot of information in a small amount of space.
- They are a very good way of arranging data so it can be easily understood.
- The column and row headings help tell you what the data is about.
- Graphs can be created from the data in the table.
- The information in a table can be used to help people make decisions.

13.10.3 Show me

Step 1

The first step is to examine your data to see how it can be best represented.

- How many different categories are there?
- What headings has it already been collected under?
- What parts of the data do you want to stand out?

For example, imagine that you are given a set of figures that provide details of the number of House of Representatives seats in 1901 compared with 2018, and the state-by-state population for 1901 and 2018. You are required to analyse and interpret this data, so creating a table will make this a lot easier.

Your data set: In 1901, the first Australian parliament had 26 members from New South Wales, 23 from Victoria, 9 from Queensland, 7 from South Australia, and 5 each from Western Australia and Tasmania. The population breakdown of the states in 1901 was as follows: New South Wales 1.35 million people, Victoria 1.2 million, Queensland 498 000, South Australia 363 000, Western Australia 184 000 and Tasmania 172 000. In 1901, the Northern Territory population was included in South Australia, and the ACT in New South Wales.

In 2018, the breakdown of seats in the federal lower house was New South Wales 47, Victoria 38, Queensland 30, Western Australia 16, South Australia 10, Tasmania 5, the ACT 3, and the Northern Territory 2. Australian population in 2018 was: New South Wales 7.89 million, Victoria 6.27 million, Queensland 4.97 million, Western Australia 2.67 million, South Australia 1.72 million, Tasmania 521 000, Northern Territory 245 800 and the ACT 406 700.

Step 2

To make the purpose and message of the data clear, consider your variables and what needs to stand out. In the data we have been given about parliamentary seats, there are several variables to consider:

- states (six), territories (two)
- populations (two sets: 1901 and 2018)
- seats (two sets: 1901 and 2018).

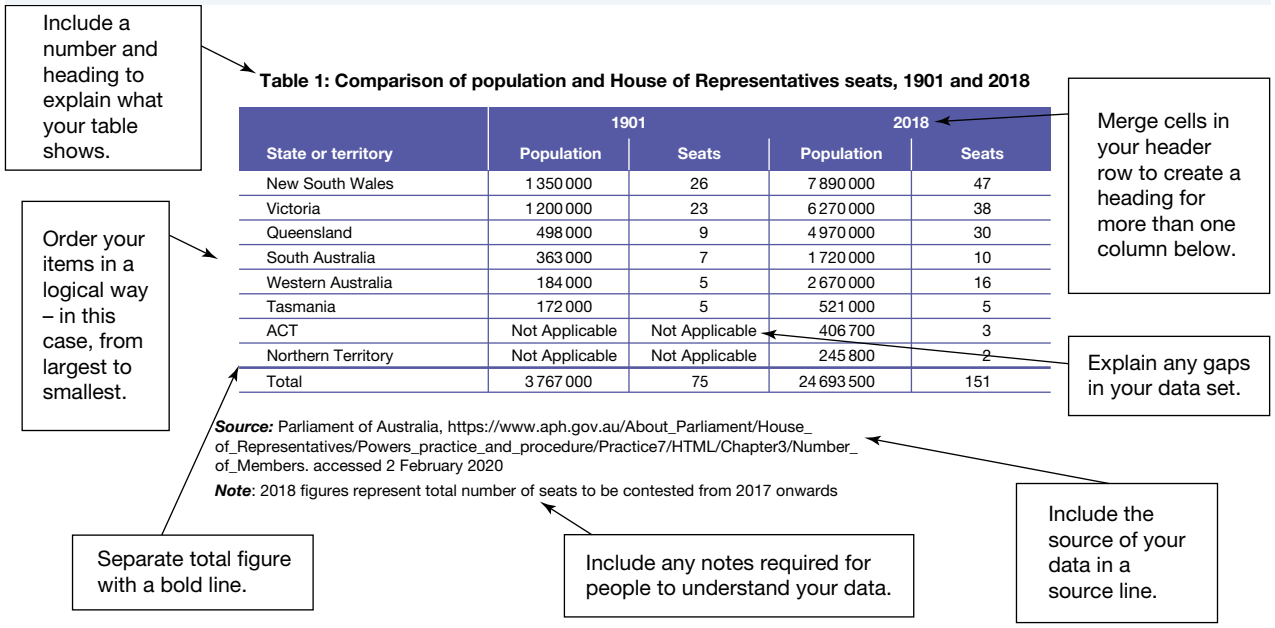
To interpret this data and compare the two different sets of seats, we will probably also want to include totals for the populations and numbers of seats.

The left column of a table is usually where the main items or focus sets are listed. In this case, we are interested in change over time for states and territories and for Australia as a whole, so the names of the states, territories and label for the totals will be placed in the left column.

We can also easily divide the data into two main times: 1901 and 2018 (with population and seats for each) so the top row (called the header row), will be divided into two (showing the years), and then include a second header row underneath dividing the years into two for the seats and the population. This gives us our table grid.

This data can be best displayed in a table by placing the dates, population and number of seats along the top as column headings, with the names of the states as labels for the rows (see **FIGURE1**).

FIGURE 1 Key features of a table



State or territory	1901 Population	1901 Seats	2018 Population	2018 Seats
New South Wales	1 350 000	26	7 890 000	47
Victoria	1 200 000	23	6 270 000	38
Queensland	498 000	9	4 970 000	30
South Australia	363 000	7	1 720 000	10
Western Australia	184 000	5	2 670 000	16
Tasmania	172 000	5	521 000	5
ACT	Not Applicable	Not Applicable	406 700	3
Northern Territory	Not Applicable	Not Applicable	245 800	2
Total	3 767 000	75	24 693 500	151

Step 3

You can now use the table to analyse and interpret the data.

1. **What similarities or differences can you see? Suggest potential causes or reasons why these similarities and differences occurred.** As the total number of seats in the lower house has doubled since 1901, why hasn't the number of seats in each state simply doubled?

Analysis: *The number of seats has not doubled for each state because the states have grown at different rates. The population of Australia is more than six times larger than it was in 1901, but the parliament is not six times larger. The number of seats per state is proportionate to the population of the state.*

2. **Compare the data for each main variable (the states and territories). Look for trends.** Compare the New South Wales proportion of the total population in 1901 with that in 2018. Has the state maintained, increased or decreased its share of the seats in the House of Representatives? Explain what you observe about whether there is change or stability.
   Analysis: *New South Wales had a little more than a third of Australia's population in 1901 and just over a third of the seats. Today New South Wales has just under a third of Australia's population with just under a third of the seats, so it has maintained a proportion appropriate to its population.*
3. **Look for high and low points.** Which state has experienced the greatest increase in its share of the number of seats since 1901? Why has this occurred? Which state has the largest average population per electorate? Which state has the smallest average population per electorate?
   Analysis: *Queensland has experienced the greatest increase in its share of seats because of the rate at which its population has grown since 1901. Western Australia has an average population of 166 875 per electorate (2 670 000 divided by 16), while Tasmania has an average population of 104 200 per electorate (521 000 divided by 5).*
4. **Look for anomalies (data that doesn't fit the trend).** The number of seats in Tasmania has not increased despite an increase in population. Why is this?
   Analysis: *The Constitution dictates that no state can have fewer than five seats in the House of Representatives, so Tasmania had more than its proportional 'fair share' in 1901. Tasmania's population has not grown enough to justify any additional seats.*

13.10.4 Let me do it

Complete the following activities to practise your skills.

13.10 ACTIVITIES

1. Examine the following data for the Legislative Assembly in the 2013 and 2017 Western Australian State Elections and answer the questions that follow:

	Liberals	Nationals	WA Labor	Total
2013 state election	31	7	21	59
2017 state election	13	5	41	59

   a. How many seats were needed to form government in Western Australia in 2013 and 2017?
   b. How many seats did the Liberal Party win at the 2013 State Election? What was the difference between the 2017 Election?
   c. How many seats did WA Labor win at the 2013 State Election? What was the difference between the 2017 Election?
   d. Explain the position of the Nationals at both elections.
   e. Do some research and outline three reasons for the changes between the two elections.
   f. Do you think this table would be more or less effective if the political parties were listed in the left column, and the elections in the header row? Give reasons for your decision.
   g. What common features are missing from this table?
2. Draw a table using the following data:
   In 2016 in the House of Representatives, Labor won 69 seats, the Liberal–National coalition won 76 seats, the Greens won one seat, the Nick Xenophon Team (now Centre Alliance) won one seat, Katter's Australian Party won one seat, and independents won two seats.
   In the 2019 Federal Election, the Coalition won 77 seats in the House of Representatives, Labor won 68 seats, the Greens, Katter's Australia Party, Centre Alliance and an independent all won 1 seat.
3. Practise your analysing skills by using your table to answer the following questions.
   a. Under the principle of majority rule, what was the actual majority of the Coalition over all other parties?
   b. What is the size of the majority won by the Liberal–National coalition in 2016?
   c. Describe the changes in the numbers of seats each party achieved at the 2019 election.

d. By the time of the 2019 election, the Coalition was a minority government, with 74 seats to Labor's 69, and 7 cross-benchers. Assuming the cross-benchers retained their seats, how many seats would the Coalition have had to win from Labor to form government in their own right?
e. Who won the 2019 election? Did they win a majority in their own right, or have they had to rely on cross-bench members?
f. Describe the level of power or influence that the minor parties may have after the 2019 election.

You can also complete a step-by-step **Worksheet** from your Resources panel to help you with this task.

Key terms

apolitical not favouring one political party or group over another, not interested in politics
bias the influence of a person's views and opinions on the way they present information
connotations other suggested associations or implied meanings
mood the emotional temperature or feelings reflected in an image or writing
objective information factual information that has not been influenced by the opinion and/or emotions of the writer
subjective information information that has been influenced by the opinion and/or emotions of the writer, and does not necessarily reflect facts or logical conclusions

14 Constitutional change and the legislative process

LESSON SEQUENCE

14.1 Overview 707
14.2 How can the Constitution be changed? 708
14.3 What is the federal government responsible for? 713
14.4 How are conflicts between federal and state government responsibilities resolved? 717
14.5 INQUIRY: COVID-19 policy — state or federal responsibility? 724
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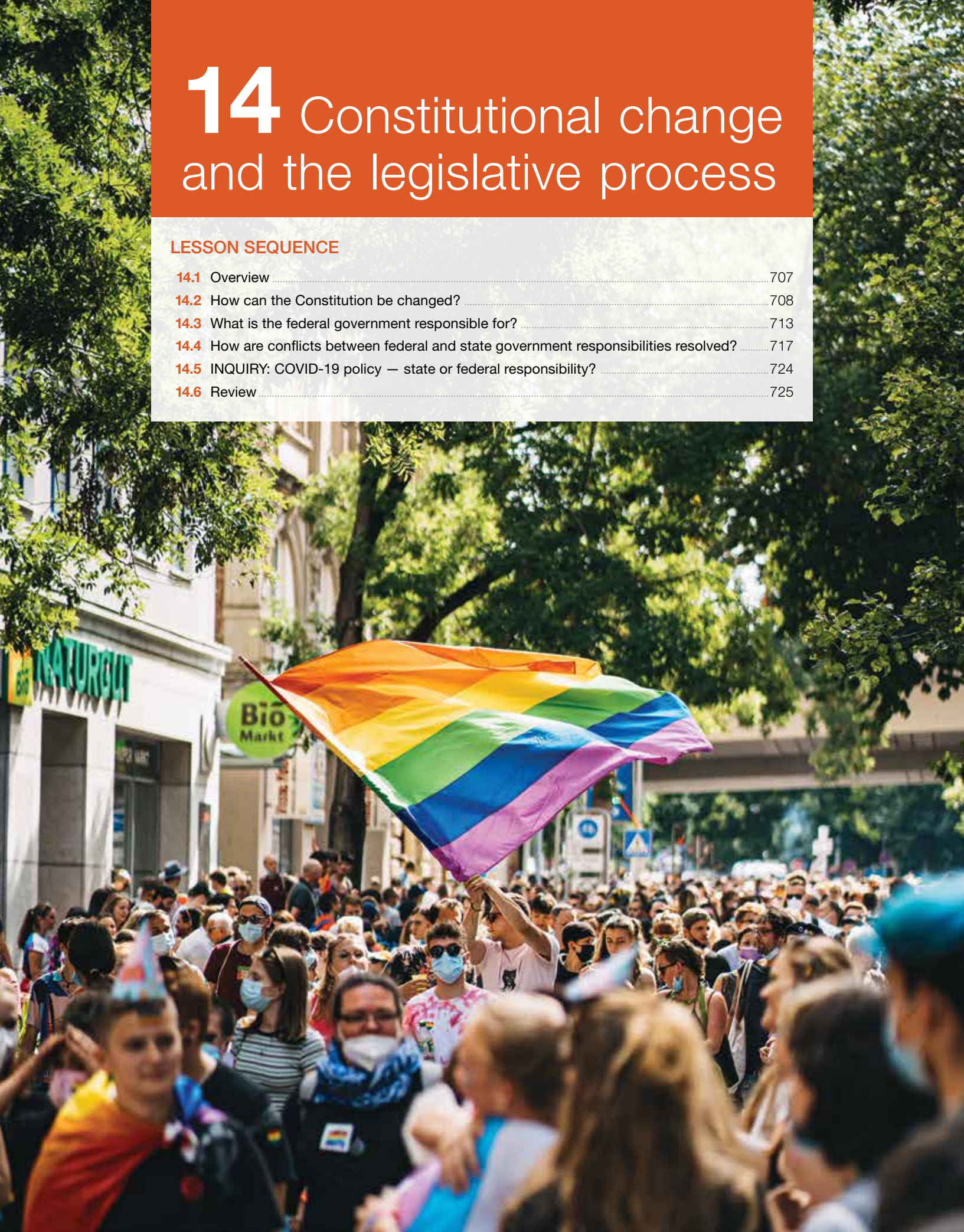

LESSON
14.1 Overview

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What role does the Australian Constitution play in the operation of Australia's political and legal systems? How do the state and federal governments work together?

14.1.1 Introduction

The Australian Constitution is a supreme law, meaning it can overrule other laws. Prior to 1901 all the states of Australia were separate and under British colonial rule. On 1 January 1901, the states united as a federation, becoming the nation of Australia as we know it today. The Constitution established the form of government and set out the relationship between the states, the nation and the Commonwealth.

FIGURE 1 The High Court of Australia building is located in Canberra but the justices travel to capital cities around the country settling disputes.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10667)

Video eLesson Constitutional change and the legislative process (eles-6128)

LESSON
14.2 How can the Constitution be changed?

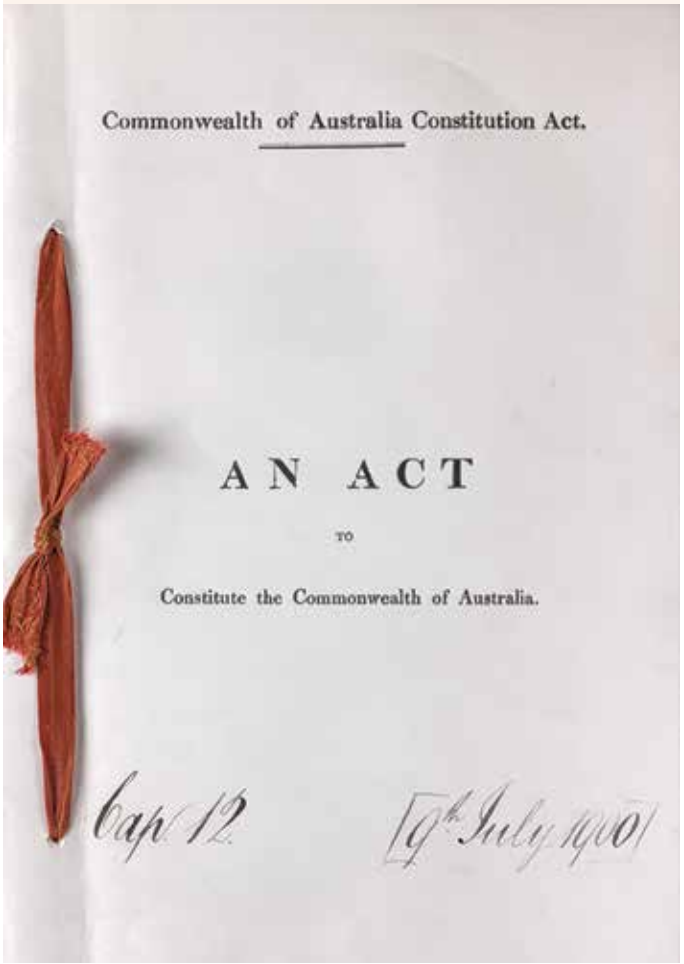
LEARNING INTENTION

By the end of this lesson you should be able to explain why the Australian Constitution needs to be interpreted and describe how changes can be made by referendum.

TUNE IN

The Constitution is a supreme law which can overrule all other laws. Because the Commonwealth Parliament gains its authority from the Constitution, it cannot be changed by Parliament alone.

FIGURE 1 The *Commonwealth of Australia Act 1900* established the law-making powers of the federal and state parliaments.



Source: Her Majesty's Stationary Office, *Commonwealth of Australia Constitution Act, 1900: Original Public Record Copy*, 1900, Official Gifts Collection, Parliament House Art Collection, Department of Parliamentary Services, Canberra, ACT.

1. Where do you think the Constitution came from and why? Brainstorm how it might create a nation.
2. Think about what might be included in the Constitution. Add your ideas to your brainstorm.
3. What Australian laws are you aware of? Add them to your brainstorm.

14.2.1 Interpreting the Constitution

The Commonwealth of Australia Constitution was passed by the British Parliament in 1900 after ten years of negotiations and drafting by the premiers of the six colonies and a number of constitutional conventions. This process served to develop a constitution that served the interests of all the states and the citizens of Australia at that time.

It also aimed to provide a framework for governing that would serve Australia into the future by including in the Constitution provisions to take future changes in society into account. Of course, the framers could not envisage all possible future changes, such as changes in technology (see **FIGURE 2**).

FIGURE 2 When the Constitution was drafted in the late 1890s, its creators could not anticipate the changes brought about by technology.

By establishing the High Court, they provided a means for interpreting the Constitution that takes into account changing circumstances, thereby bringing the law-making powers into the twenty-first century and beyond.

The High Court obtains its jurisdiction from sections 75 and 76 of the Constitution (see **FIGURE 3**). It has the power to hear and determine 'all matters' that are listed below, such as matters arising under any treaty and matters in which the Commonwealth is a party. Since its first case in 1903, the High Court has played a significant role in interpreting the words and phrases of the Constitution to determine whether a law or a decision is valid.

aud-0551

FIGURE 3 Section 75 and 76 of the Constitution gives the High Court jurisdiction to hear cases and interpret the Constitution

Section 75 of the Constitution gives the High Court jurisdiction to hear cases

In all matters:

i. arising under any treaty
ii. affecting consuls or other representatives of other countries
iii. in which the Commonwealth, or a person suing or being sued on behalf of the Commonwealth, is a party
iv. between states, or between residents of different states, or between a state and a resident of another state
v. in which a writ of mandamus or prohibition or an injunction is sought against an officer of the Commonwealth the High Court shall have original jurisdiction.

Section 76 of the Constitution further elaborates on the High Court's powers

The parliament may make laws conferring original jurisdiction on the High Court in any matter:

i. arising under this Constitution, or involving its interpretation
ii. arising under any laws made by the parliament
iii. of admiralty and maritime jurisdiction
iv. relating to the same subject matter claimed under the laws of different states

14.2.2 Referendums

Unlike ordinary laws, which can be passed and amended by Parliament, changes to the Constitution must be proposed before getting the approval of Australian citizens. First, a member of parliament or a senator makes the proposal. If the bill passes an **absolute majority** it goes to a referendum. During the referendum the proposal must be agreed to by the majority of voters nationwide, and by the majority of voters in at least four states.

14.2.3 What are the advantages and disadvantages of a constitution that can only be changed by referendum?

A question of rights

The Constitution not only provides for our system of government and the division of law-making powers between the states and the Commonwealth; it also provides citizens of Australia with certain **rights**. These rights are referred to as express rights because they can be clearly identified in the words of the Constitution. Through its ability to interpret the Constitution, the High Court, as the guardian of the Constitution, therefore protects our rights as well. If a person or a group feels that an act of a government infringes upon their rights, they may ask the High Court to declare the action unconstitutional or the law ***ultra vires***.

FIGURE 4 The Australian High Court

The High Court may also determine that other rights exist within the words of the Constitution even though those words do not expressly provide that right. The High Court can still **infer** that a right exists and that the words imply that right. There are a number of cases that involved the determination of implied rights by the High Court. All but one of these cases revolved around the implied right to freedom of political communication.

Theophanous v. Herald and Weekly Times (1994)

Dr Andrew Theophanous was a member of the Australian Labor Party (ALP) who had been elected to the House of Representatives in 1980. In 1992, while he was still a member of parliament, the *Sunday Herald Sun* published a letter written by Bruce Ruxton, the president of the Victorian branch of the Returned and Services League (RSL). This letter raised some concerns about the qualities of Dr Theophanous as a politician. Theophanous sued Ruxton and the Herald and Weekly Times (publishers of the *Sunday Herald Sun)* for **defamation**.

In resolving this dispute the High Court was required to look at the words of the Constitution, in particular sections 7 and 24, to determine if they allowed for freedom of political speech. The sections themselves state that members of the Senate (section 7) and the House of Representatives (section 24) are to be chosen by the people. The High Court was asked to examine if the requirement of being elected by the people gave the people the right to comment on political matters. The High Court ruled that the Constitution did protect freedom of political speech. Therefore, the fact that Ruxton was expressing a view about a political matter provided him with a defence so that he could not be sued for defamation.

absolute majority half the number of votes in the House of Representatives or Senate, plus one

rights those things that a person is entitled to by virtue of being a member of society

ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.

infer to form a conclusion based on evidence

defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community

14.2.4 Case study: The 1967 referendum and constitutional recognition of First Nations Australians

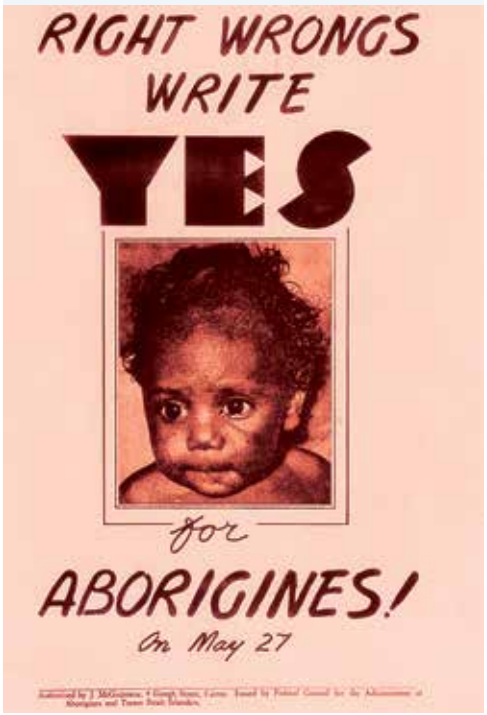
First Nations Australian readers are advised that this section may contain images of and references to people who have died.

In 1967 a referendum was called to change two sections of the Constitution in relation to First Nations Australians. In the original Constitution from 1901, there were only two mentions of the First Peoples of Australia. The first in section 51 granted the ability to make laws to 'people of any race, other than the Aboriginal race in any state, for whom it was deemed necessary to make special laws'. The second, in section 127, forbade including First Nations Australians in census counts.

These two inclusions meant that First Nations Australians were not counted as Australian citizens, and that the states could make laws which applied to them and not other people.

Civil rights movements in the 1950s and 60s and increasing numbers of protest events eventually led to the call for a referendum. On 27 May 1967, 90.77 per cent of Australians voted 'Yes' to changing the Constitution to ensure that First Nations Australians would be counted, and that the Commonwealth could make laws which applied the same to them as other citizens.

FIGURE 5 A poster for the 'yes' vote



Constitutional recognition of First Nations Australians

While the 1967 referendum removed parts of the Constitution which discriminated against First Nations Australians, there is still ongoing work to build recognition of the First Peoples of Australia *into* the Constitution. Constitutional recognition of First Nations Australians would mean acknowledgement of their special and important place in Australian history and culture. It would also help to ensure they are protected from discrimination, including by the government.

The Joint Select Committee on Constitutional Recognition relating to Aboriginal and Torres Strait Islander Peoples began in 2018 and presented a report including two main recommendations: a process of co-design with First Nations Australians followed by legislative and constitutional options to establish a constant First Nations Voice in government.

14.2.5 The role of the Australian Electoral Commission (AEC)

The AEC has a number of responsibilities which apply to voters. These include:

- maintaining the electoral roll, with a current list of voters
- creating the boundaries for electorates
- registering political parties
- collecting and publishing information such as donations, benefits, and funds received by political parties.

The AEC is governed by the Commissioner and engages with various committees to ensure that the voting process in Australia is fair and legal. While the AEC has no direct involvement with referendums or changing the Constitution, it is responsible for providing the information to voters, for example by printing materials and sending them to every elector.

Resources

Interactivity Population and the House of Representatives (int-9088)

Weblinks High Court current cases
High Courts cases
Top 10 most influential cases

SkillBuilders to support skill development

- 13.4 SkillBuilder: Using Cornell Notetaking

14.2 SKILL ACTIVITY: Analysis, evaluation and interpretation

When the Constitution was written, the law makers at the time could not predict the potential future changes to society that would necessitate the passing of new laws. One of the roles of the High Court is to interpret the Constitution and apply it to contemporary society.

1. Do some **research** to find a recent decision made by the High Court that required a new interpretation of an old law. Briefly outline the issue and the change made to the law.
   You may wish to use the weblinks in the Resources tab for your research.
   Present your information as a slideshow of three slides containing the following information:
   Slide 1: An **explanation** of the old law and the problem
   Slide 2: A **discussion** of the proposed changes and the change made by the High Court
   Slide 3: A brief reflection on why the change was made and whether it was a satisfactory outcome.
2. Can you **predict** any future changes to our society that might require a different application of the law? Think about current issues in society which spark debate in the media.

14.2 Exercise

learnon

14.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5, 8	3, 7	4, 6, 9, 10

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Check your understanding

1. **Explain** why an Australian constitution was needed.
   A. To enable Australia to have a bill of rights
   B. To establish the system of government and laws for the new country of Australia formed at Federation
   C. To record what the prime minister and Cabinet are meant to do on behalf of the Australian people
   D. All of the above
2. **Explain** why the High Court was needed.
   A. Due to increased crime rates and more courts needed to hear cases
   B. To rule on disputes involving the states and the federal government
   C. To rule on cases between Australia and New Zealand
   D. To rule on cases that arise in Canberra, Australia's capital city
3. **Select** the sections of the Constitution which give the High Court the power to interpret the Constitution.
   A. 66 and 67
   B. 71 and 72
   C. 74 and 75
   D. 75 and 76
4. **Outline** why the Australian Constitution needs to be interpreted on occasion.

Apply your understanding

Communicating

5. What is the role of the AEC?
6. **Define** the impact that an interpretation of the Constitution has.
7. **Define** what is meant by an 'implied right'?

Analysis, evaluation and interpretation

8. Most laws are made by Parliament, whose members are elected by the people of Australia. **Discuss** whether you think judges in the High Court should be allowed to make laws through their decisions.
9. **Examine** section 14.2.4 on the 1967 referendum. Do you believe that the referendum solved issues of race and inequality, or is more needed? **Explain** your answer.
10. Do you believe that a document as important as the Constitution should include vague terms such as 'other like services'? **Justify** your answer.

LESSON
14.3 What is the federal government responsible for?

LEARNING INTENTION

By the end of this lesson you should be able to explain the responsibilities of the federal government in policy decisions and law.

TUNE IN

This is a photograph of the chamber in the House of Representatives. Notice the long front bench where Cabinet members usually sit. The prime minister and leader of the Opposition sit on opposite sides of the large table in the middle of the chamber.

1. Who do you think occupies the long benches at the centre of the semicircle?
2. Who do you think occupies the other seats in the semicircle? Why?
3. Check your answers against the House of Representatives seating plan weblink in your Resources panel.
4. How accurate were you? What other important seats exist in the chamber?

FIGURE 1 The House of Representatives

14.3.1 Policy making in Australian politics

Once the government has been elected, it is charged with the responsibility of running the country. Part of this responsibility is the development and implementation of policy — the rules and regulations that become the laws by which all Australian citizens must live. The policy-making process in Australian politics is complex. All members of parliament have a role to play in this process, although some individuals hold more influence than others.

Backbenchers

The House of Representatives is colloquially divided into backbenchers and frontbenchers. Traditionally backbenchers are young and inexperienced members of parliament who occupy the back seats of the House of Representatives. They are involved in parliamentary debate, can serve on parliamentary committees and can suggest amendments to bills. Backbenchers can also suggest their own bills, which may or may not have the support of their party. Known as **private members' bills**, this form of policy making is rare and these bills are often unsuccessful. The Commonwealth Electoral Bill 1924 (which introduced compulsory voting to Australia) and the Euthanasia Laws Bill 1996 (which outlawed euthanasia) are two notable exceptions.

Frontbenchers and Cabinet

Members of parliament with an allocated **portfolio** are referred to as frontbenchers — because they occupy the front rows of the House of Representatives. Frontbenchers are usually more senior party members and so they can have a significant influence on policy decisions. Frontbenchers are also members of Cabinet, a council of senior members of parliament who are specifically chosen to assist the prime minister with policy decisions and other executive functions. Interestingly, the Cabinet is not mentioned in the Constitution and each government is free to determine its specific functions. As a result, the sitting prime minister has a significant influence on how the Cabinet works. Furthermore, the prime minister is free to shuffle the roles of Cabinet members if they feel such a change is necessary.

FIGURE 2 The Cabinet meets in Parliament House in the Cabinet Room and consists of the Prime Minister and approximately 19 ministers.

A properly functioning Cabinet should direct government policy and make decisions regarding the most important national concerns. During the private and confidential meetings of Cabinet, issues and policies are discussed and votes conducted. Once a Cabinet vote has been cast, the final verdict must be supported by all members of Cabinet, regardless of personal opinion. This is known as Cabinet solidarity.

The prime minister

The final decision-making power in Australian politics is often left with the prime minister. Although the governor-general can also make important decisions (mainly procedural in nature), the prime minister can develop his or her own policies, sometimes in contrast to the views expressed by the prime minister's Cabinet members. Prime ministerial policies still need to follow the same pathways as regular bills, and in this way the power of the prime minister is kept in check.

14.3.2 Shaping Australian policy and law

Setting the policy agenda

Winning an election gives a government the right and responsibility to set the policy agenda for Australia. This is known as a mandate. Governments are free to decide on which areas they will focus their policy decisions. While all government responsibilities must be carefully administered and regulated, individual prime ministers and their parties may choose to focus on particular aspects. Pressure groups and members of the public can also help set the policy agenda by attempting to influence their local members and other politicians. When successful, this influence can both contribute to the development of new policy and result in the amendment or even complete withdrawal of other policy decisions.

private members' bills bills that are proposed by members of the House of Representatives on their own behalf rather than on behalf of the government

portfolio an area of responsibility given to a minister, such as health, education or defence

Education funding — an example of government policy development

One method of developing government policy is to set up a review of existing practices, invite submissions from interested parties and the general public, and then have the review panel make recommendations to assist in the development of policy. Although the provision of education has been a state government responsibility since Federation, the Commonwealth government has provided additional funding to both government and non-government schools since the 1960s. Different funding models have been attempted over the years, with advocates for government schools, independent schools and Catholic schools all arguing for increased funding for their particular sectors.

Different federal governments have used various models, based on different policy approaches. By the time of the election of the Rudd Labor government in 2007, no real evaluation of funding models had occurred since the 1970s, so the government set up a panel in 2010 to review the issue and make recommendations about educational funding and other educational policy issues.

The review panel was chaired by businessman David Gonski. It received over 7000 submissions, consulted with over 70 education groups, and visited 39 different schools across all states. The panel completed its report late in 2011, and the government announced its policy response in early 2012. The key theme of the Gonski report was the need to allocate school funding on the basis of need, and the government set up a funding model which it believed would achieve this aim. The issue then became one of providing enough money to meet the needs.

FIGURE 3 Funding for all schools is a shared responsibility of state and federal governments.

With the election of the Coalition government in 2013, the incoming government committed to the principles of the Gonski review, but issues arose in relation to the proportion of funds provided by the federal and state governments. By 2017, it was clear that the original aims of the Gonski review were not being met, so Gonski was commissioned to conduct a second review to provide advice to government on changes to education funding policy. This report was presented in 2018 and has provided the basis for education funding policy by both the Coalition and Labor, although there has been disagreement over the detailed implementation of the recommendations of the review.

Although political considerations have influenced the actions taken by different political parties, the use of an independent review to help develop government policy remains a useful approach for governments to adopt. It allows for input from a wide variety of different groups and individuals from across society, and so can provide government with ideas that reflect community wishes.

Parliamentary debate

Although the exact function of both houses of the Australian Parliament differ, their general purpose remains the same — to debate issues of national significance and the laws proposed to deal with these issues. Within the walls of parliament, our elected representatives debate the merit of proposed legislation. Members of the ruling party, the Opposition and members of minor parties all participate in these discussions. Question Time is a designated part of the parliamentary schedule during which all members of parliament can pose questions to other members and ministers. Members of the Opposition are free to question the government but often MPs ask members of their own party questions instead. Designed to provide an opportunity for ministers to promote their opinions or policies, these questions are known as ‘Dorothy Dixers’.

Through these questions and debates, government decisions are scrutinised and the power of the ruling party is closely monitored. The role of the Opposition party, and that of the leader of the Opposition in particular, is crucial as they have the most opportunity to ensure the accountability of the prime minister and Cabinet. This includes maintaining a close watch on the spending of public money and the administrative actions of the government.

Resources

Weblink House of Representatives seating plan

14.3 SKILL ACTIVITY: Civic participation and decision-making

Read the section on education funding in 14.3.2. **Consider** which type of school you attend (e.g. state, independent, Catholic etc.)

1. **Select** a sector to focus on. You may choose later to argue for or against increased funding in your sector, as long as you are able to support your argument with valid points.
2. Write a set of three interview questions to ask three or more teachers or school leaders at your school. Example questions include:
   a. Do you think that your chosen sector should receive more or less funding?
   b. Do you believe that your chosen sector receives enough funding? Why or why not?
   c. What is funding used for in your chosen sector?
   d. Which sectors would benefit from more funding?
3. Write a table of arguments for and against increased funding in the sector of your choice.
4. Choose a side, either for or against. Write a short speech (less than three minutes or 500 words) or prepare a slideshow presentation of no more than five slides, explaining your arguments.

14.3 Exercise

learnon

14.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 5, 6	7, 8, 9, 10

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Check your understanding

1. **Select** three roles or responsibilities of parliamentary backbenchers from the list below.
   A. They are involved in parliamentary debate.
   B. They can serve on parliamentary committees.
   C. They are responsible for an allocated portfolio.
   D. They can suggest amendments to bills and even suggest their own bills.
2. The final decision-making power in Australian politics is often left with the _____.
   Select the correct option: **Cabinet** / **governor-general** / **prime minister** / **senior Cabinet minister**
3. During the private and confidential meetings of Cabinet, issues and policies are discussed and votes conducted. Once a Cabinet vote has been cast, who needs to support the final verdict? **Select** the best answer from the list below.
   A. Cabinet consensus
   B. A vote of confidence
   C. Cabinet solidarity
   D. A 'captain's call'
4. Young or inexperienced members of parliament occupy the back seats of the House of Representatives and the more senior party members occupy the front seats of the House of Representatives. **Explain** why.
5. **Define** the role of Question Time in the federal parliament.

Apply your understanding

Analysis, evaluation and interpretation

6. Do you believe that the Cabinet has any real power in the decision-making process in Australian politics? **Justify** your response.
7. Should the power of the prime minister be restricted? **Describe** the positive and negative implications of the prime minister having a large amount of individual power.

Communicating

8. **Identify** two sources of influence in the development of government policies.
9. **Determine** the advantages of setting up a review panel to provide recommendations in relation to policy development.
10. **Define** the term 'parliamentary scrutiny' and **explain** why is it a significant part of our political system.

LESSON
14.4 How are conflicts between federal and state government responsibilities resolved?

By the end of this lesson you should be able to describe the kinds of conflicts which may occur between federal and state governments, and explain how the High Court aids in resolving conflicts.

TUNE IN

Australia consists of six state and two mainland territory parliaments, which each make laws for their state or territory. Disputes between the states are resolved in the High Court.

FIGURE 1 Each parliament is located in Australia's eight capital cities.

1. Discuss what kinds of things might states disagree on and why.
2. Brainstorm some things you believe make your state or territory unique.

14.4.1 Specific, residual and concurrent powers

A system of courts is needed to help maintain social cohesion. In Australia we have courts at a state level, but we also have a federal court system. At the top of this federal court system is the High Court of Australia. Located in Canberra, the court is presided over by seven High Court justices, who are appointed by the governor-general on the advice of the federal government. Justices are appointed for a period that expires when they turn 70; they cannot be removed from office except on the grounds of proven misbehaviour or incapacity.

FIGURE 2 The High Court of Australia is located in Canberra.

When the Constitution established the Commonwealth of Australia (effective 1 January 1901), it granted the Commonwealth Parliament the power to make laws in certain areas. These are known as specific powers. They are called 'specific' because they are specified in sections of the Constitution. It also allowed the colonial parliaments (known as state parliaments after Federation), to retain their individual constitutions and some of their law-making powers, known as residual powers. It further provided some areas of law making where both the states and the federal parliaments could make laws, referred to as concurrent powers. Having concurrent powers made it likely that some conflict would develop between laws made by the Commonwealth and laws made by the states. In these circumstances it is the role of the High Court to settle such disputes.

14.4.2 Concurrent powers

Section 51 of our Constitution identifies 40 areas where the Commonwealth (or federal) Parliament 'shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth'. As noted earlier, these powers are referred to as specific powers. They are also referred to as 'concurrent', which means both the state and the federal parliaments are free to make laws in these areas. These 40 powers include the power to make laws in the areas of taxation, marriage, naturalisation and aliens, external affairs and acquiring property on just terms.

The framers of the Constitution were aware that, by creating these concurrent powers, there was potential for conflict to arise between a law made by a state parliament and a law made by the federal parliament. To that end, the framers put in place a mechanism for resolving such a conflict — section 109.

FIGURE 3 The Australian film *The Castle* involved a family fighting the compulsory acquisition of their house. Section 51 of the Constitution was mentioned in the film.

int-9089

tlvd-10709

Section 109 of the Constitution states that 'When a law of a State is inconsistent with a law of the Commonwealth, the latter shall prevail, and the former shall, to the extent of the inconsistency, be invalid'. A problem arises when the state doesn't believe that an inconsistency exists or believes that the Commonwealth didn't have the power to create a law in this area. It is at this point that the High Court is often called upon to resolve the dispute.

The original version of the Constitution included only 39 specific powers and they were referred to as the '39 heads of power'. An additional power was added after the 1946 referendum.

14.4.3 Resolving conflicts between state and federal laws

The framers of the Constitution recognised that the members of the state governments would be more familiar with their own citizens and circumstances, and so the state governments were left with the power to make laws in certain areas. The framers also recognised that there were certain areas where it would be in the national interest for citizens to recognise only one law.

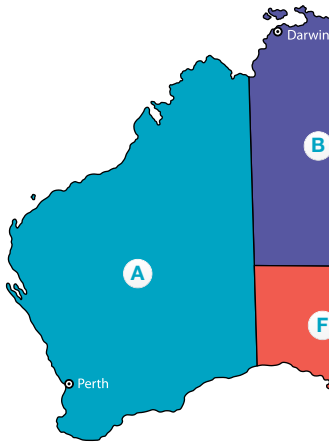
Discrepancies exist between states and territories in certain areas of law; for example, each state and territory has its own laws about learner drivers' permits and probationary licences. Study **FIGURE 4** to discover the different laws that exist in each state and territory in relation to obtaining a learner's permit or probationary licence. In which state or territory does it take the least amount of time to obtain a probationary licence?

One area where laws have conflicted in recent years is marriage. In 1961 the Commonwealth Parliament passed the *Marriage Act 1961* (Cwlth). This act of parliament codified the law to explicitly state that marriage means 'the union of a man and a woman to the exclusion of all others, voluntarily entered into for life'. In 2004 the Commonwealth Parliament passed the *Marriage Amendment Act 2004* (Cwlth)

FIGURE 4 Learner permit and probationary licence laws around Australia

B Northern Territory
A learner's permit can be obtained at the age of 16 after passing a road rules test and an eyesight test. Learner drivers are allowed to drive at a maximum speed of 80 kilometres per hour, and can apply for their probationary licence after holding a learner's permit for at least 6 months.

C Queensland
A learner's permit can be obta
passing a written road rules te
least 100 hours of driving, inclu
and have held their learner's p
before applying for their proba



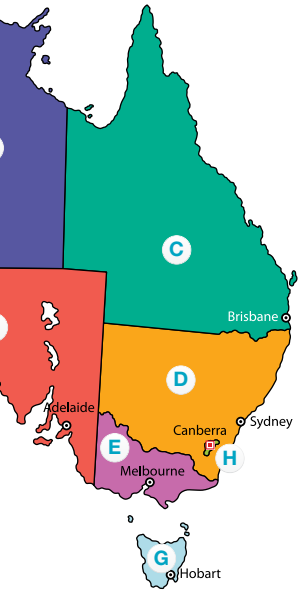
A Western Australia
A learner's permit can be obtained at the age of 16 after passing a theory test and an eyesight test. The learner must have at least 50 hours of driving practice and hold their learner's permit for their probationary licence.

F South Australia
A learner's permit can be obtained at age 16 after completing a theory test. Learner drivers can drive at the normal speed limit and must complete at least 75 hours of driving practice. A learner driver must hold a learner's permit for 12 months before applying for their probationary licence.

G Tasmania
A learner's permit can be obta
driver knowledge test. Learner
a lower speed than is posted v
90 kilometres per hour. After 3
permit, a learner driver sits a d
licence. After a further 9 month
driving experience the learner
probationary licence.

FIGURE 5 Australians took to the streets in large numbers to show their support for legalising same-sex marriage.

ined at the age of 16 after
st. A driver must complete at
uding 10 hours of night driving,
ermit for at least 12 months
tionary licence.



ined at age 16 after passing a
drivers are required to drive at
when speed limits are over
months of holding an L1
riving assessment to get an L2
ns and at least 50 hours of
can apply for their

D New South Wales
A learner's permit can be obtained at the age of 16 after completing a computerised road rules test and eyesight test. Learner drivers need to do 120 hours of driving, including 20 hours of night driving, and can drive at a maximum speed of 90 kilometres per hour. Learner drivers can apply for their probationary licence after holding a learner's permit for 12 months and completing their required driving hours.

H Australian Capital Territory
A learner's permit can be obtained at the age of 15 years and 9 months after completing a road safety program called 'Road Ready' and passing a computerised road rules test. In order to apply for a probationary licence, a driver must be at least 17 and have held a learner's permit for at least 6 months.

E Victoria
A learner's permit can be obtained at age 16 after passing a computerised knowledge test and an eyesight test. Learner drivers can drive at the normal speed limit and must complete at least 120 hours of driving practice. A learner driver must have had a learner's permit for 2 years before applying for their probationary licence.

that further extended the existing law to define marriage as, 'a union of a man and a woman; and clarify that same-sex marriages entered into under the law of another country will not be recognised in Australia'. In 2013 the government of the Australian Capital Territory passed a new law, the *Marriage Equality (Same Sex) Act 2013* (ACT), which allowed for same-sex marriage in the ACT. After it was proclaimed, a challenge was raised in the High Court in December 2013 in the case of *Commonwealth v. Australian Capital Territory* 2013 HCA 55.

The High Court was asked to decide whether section 51 (xxi) and section 51 (xxii) of the Constitution, which relate to marriage and divorce, allowed the ACT government to pass a law that was contrary to the federal law identifying marriage as a union between a man and a woman. On 12 December 2013 the High Court ruled that the ACT law legalising same-sex marriage was inconsistent with the federal law passed under section 51(xxi) of the Constitution. Hence, the ACT law was deemed to be invalid, and it was subsequently repealed. The High Court was able to resolve a conflict between two laws on the same topic and has therefore provided for a consistent law in this area.

After this High Court decision, debate continued in Australia. The growing level of support for same-sex marriage resulted in a postal survey, aimed at gauging the level of support for a change in the law. The Australian Marriage Law Postal Survey took place between September and November 2017, and was conducted by the Australian Bureau of Statistics through a postal survey rather than ballot boxes at polling booths. Over 79 per cent of eligible voters returned the postal survey form (participation was not compulsory as it normally is in Australian elections). Nearly 62 per cent of voters supported a change in the law, so the federal government then passed a law legalising same-sex marriage, which came into effect in December 2017.

14.4.4 Influencing state governments

The High Court not only resolves disputes over Commonwealth and state laws; it is also asked to review decisions made in state courts. As part of its jurisdiction, the High Court has the ability to hear appeals from the Supreme Courts of each state and territory, and to comment on legislation passed by the states. In making its judgements the court, and the justices sitting on a particular case, will offer comments on the validity and suitability of the laws in question. The state parliaments often act on these comments.

The case of *Trigwell v. State Government Insurance Commission* (1979) is an example of such a case. A woman was driving along a road at night when she swerved to avoid a sheep that had strayed onto the road. In doing so, she crossed onto the other side of the road and hit an oncoming car. The woman was killed and the people in the other vehicle were injured. The injured parties sued the farmer for negligence, stating that the farmer was at fault for not maintaining the fence through which the sheep escaped. The High Court was unable to find the farmer liable as the court was bound by a decision made in the House of Lords in England that still applied to Australian courts. In making their decision, the justices noted that the parliaments of the various states had known of this **precedent** for some time but had not acted. Following this decision, many state governments passed legislation to amend the Wrongs Act so this decision could not occur again. Farmers would henceforth be liable for their animals escaping and causing harm or damage.

FIGURE 6 Animals straying onto a road can cause a hazard for other road users — sometimes leading to accidents, as occurred in the Trigwell case.

precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

14.4 SKILL ACTIVITY: Communicating

The same-sex marriage debate is considered to be finished because the law has now been changed. Society has evolved sufficiently to accept same-sex marriage. The challenge for society is to remedy the next 'big' social issue.

In small groups, **discuss** and **identify** what you **consider** to be the next big social issue. **Research** what the issue is about and what the pros and cons are of changing the law in this area.

Prepare your response in one of the following formats:

1. A slideshow of no more than six slides **explaining** the issue, who is involved, the two sides of the argument, and your groups position and suggestions
2. A speech of no longer than three minutes (roughly 400–500 words) **explaining** the issue and your arguments
3. A video (including a video recording of a slideshow or speech, or any other form of video) lasting no longer than three minutes **explaining** the issue and your arguments
4. A poster which has a mix of text and images that **explains** the issue and the pros and cons of changing the law in this area.

Some possibilities for the issue might be:

- legalising some or all drugs
- voluntary euthanasia
- constitutional representation for First Nations Australians
- the regulation of cryptocurrency and blockchain technology
- diversity, equity and inclusion in businesses
- religious conflicts with LGBTIQA+ people.

14.4 Exercise

learnon

14.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	5, 6, 7	8

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Check your understanding

1. **Determine** which sections of the Constitution establish the High Court of Australia and its jurisdiction.
   - A. Sections 41–50
   - B. Sections 51–60
   - C. Sections 61–70
   - D. Sections 71–80
2. **Determine** whether the following statements are true or false.
   - a. The Chief Justice and at least three other justices preside over the High Court at any one time.
   - b. Justices of the High Court of Australia can be removed from office at any time if they do not meet the standards expected of them.
   - c. The Commonwealth Parliament has the power to make laws in 40 specific areas.
3. At what age do High Court justices retire?
   - A. 60
   - B. 70
   - C. 75
   - D. 80
4. **Determine** where the High Court is located.
   - A. Adelaide
   - B. Canberra
   - C. Sydney
   - D. Melbourne
5. **Explain** the difference between specific, residual and concurrent powers.

Apply your understanding

Analysis, evaluation and interpretation

6. **Explain** why concurrent powers could lead to conflict.
7. **Analyse** why it is better in some instances for Australia to have one law for the whole country on a given issue.
8. **Identify** why the High Court is the appropriate venue to resolve disputes between two or more states.

LESSON
14.5 INQUIRY: COVID-19 policy — state or federal responsibility?

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of the varying state and federal responsibilities that related to managing the COVID-19 epidemic and why there are differences in the states, territories and federal government.

Over time, different regulations and rules in relation to the COVID-19 pandemic came into play nationally and in the states and territories. Refer to the two figures below or find two of your own.

FIGURE 1 The coronavirus vaccine comes in different forms, but some form of vaccination has been a requirement for entry into certain venues and employment in some areas.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

In this inquiry you will investigate the various state and federal responsibilities of managing the COVID-19 pandemic, which began in 2019. To do this you'll need to follow the steps and instructions outlined below.

Step 1: Questioning and researching

Write your inquiry question. What do you already know about policies, rules and laws during the COVID-19 pandemic? What would you like to know more about? What information about the COVID rules and regulations can you find online? Look for both national and state policies. Use the weblinks in the Resources tab as a starting point.

Step 2: Analysis, evaluation and interpretation

Analyse the arguments put forward by the different states and territories for the variations in their own policies and regulations. Use the model of a poster analysis to guide you.

Step 3: Civic participation and decision-making

Compare the similarities and differences between the states, territories and federal government. What is the same, what is different? Most importantly, why are there differences?

Step 4: Communicating

What is the answer to the inquiry question? Present your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** document or access the 14.5 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39801)

Weblinks
- Australian government latest information
- States of Australia information
- State and territory COVID information
- COVID and workplaces

LESSON
14.6 Review

Hey students! Now that it's time to revise this topic, go online to:

- **Review your results**
- **Watch teacher-led videos**
- **Practise questions with immediate feedback**

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14.6.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

14.2 How can the Constitution be changed?

- The Australian Constitution is a supreme law that came into effect on 1 January 1901.
- The Australian Constitution can be changed by referendum.
- In 1967, changes were made to the Constitution to remove bias against First Nations Australians.
- More changes are needed to achieve racial equality for First Nations Australians.

14.3 What is the federal government responsible for?

- The prime minister and Cabinet have an important role to play in developing policies and making decisions on behalf of Australians. Different areas are divided into portfolios, which are managed by frontbenchers (senior members of parliament).
- Backbenchers also have a role to play in policy development as they will often be approached directly by voters with concerns on particular issues.
- Governments often set up inquiries and policy reviews to examine areas of interest or concern, in order to gain public feedback on an issue, and to receive recommendations for future action.

14.4 How are conflicts between federal and state government responsibilities resolved?

- One role of the government is to establish a system of dispute resolution bodies to deal with conflict.
- In Australia the High Court is the highest court, charged with resolving the most serious disputes that arise.

14.5 INQUIRY: COVID-19 policy — state or federal responsibility?

- What are the various state and federal responsibilities of managing the pandemic?
- What are the similarities and differences between the states, territories and federal government?
- Why are there differences?

14.6.2 Key terms

absolute majority half the number of votes in the House of Representatives or Senate, plus one

defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community

infer to form a conclusion based on evidence

portfolio an area of responsibility given to a minister, such as health, education or defence

precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

private members' bills bills that are proposed by members of the House of Representatives on their own behalf rather than on behalf of the government

rights those things that a person is entitled to by virtue of being a member of society

ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.

14.6.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

Does the Australian legal system deliver justice?

What are the influences in the operation of the Australian legal system that work in support of the achievement of justice for citizens?

1. Now that you have completed this topic, what is your view on the questions? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry questions, outlining your views.

on Resources

eWorkbooks	Customisable worksheets for this topic (ewbk-10667) Reflection (ewbk-10668) Crossword (ewbk-10669)
Interactivity	Constitutional change and the legislative process crossword (int-9090)

14.6 Review exercise

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Multiple choice

1. Australia's Constitution established Australia as a
   - A. federation.
   - B. Commonwealth.
   - C. republic.
   - D. constitutional democracy.
2. Law-making powers not listed in the Constitution are known as
   - A. exclusive powers.
   - B. inclusive powers.
   - C. specific powers.
   - D. residual powers.
3. The Constitution established how many heads of power?
   - A. 41
   - B. 40
   - C. 39
   - D. 36

4. If Commonwealth and state laws conflict, the section of the Constitution that resolves this conflict is
   - **A.** section 109.
   - **B.** section 128.
   - **C.** section 75.
   - **D.** section 24.
5. The High Court gets its jurisdiction to hear cases from
   - **A.** section 109.
   - **B.** section 128
   - **C.** section 75
   - **D.** section 24.
6. A law made by a superior court is called
   - **A.** a statute.
   - **B.** legislation.
   - **C.** a precedent.
   - **D.** a by-law.
7. When both state and federal parliaments are free to make laws in the same area, the right to do so is known as
   - **A.** *ultra vires*.
   - **B.** a concurrent power.
   - **C.** a referendum.
   - **D.** an exclusive power.
8. Who has the jurisdiction to interpret the Australian Constitution?
   - **A.** Commonwealth Parliament
   - **B.** Governor-General
   - **C.** Senate
   - **D.** High Court
9. Which actions does The High Court of Australia have the power to do?
   - **A.** Resolve a conflict between two laws.
   - **B.** Hear appeals from the Supreme Court.
   - **C.** Review decisions made in state courts.
   - **D.** All of the above.
10. Separation of powers divides government into three branches. These are the:
    - **A.** legislative, executive and judicial functions of government.
    - **B.** lower house, upper house and the governor-general.
    - **C.** local, state and federal levels of government.
    - **D.** Magistrates Courts, District Courts and Supreme Courts.

Short answer

Analysis, evaluation and interpretation

11. **Explain** one reason why Australian politics parties might form a coalition.
12. The Constitution cannot be changed by the government. **Outline** the advantages and disadvantages of this.
13. **Describe** why it is important that referendums need a majority vote to be passed.
14. The decision of the High Court is final in disagreements between the states. **Determine** if you think this is a fair way of resolving disagreements between the states.
15. **Decide** if you believe that the states and territories should have the power to make their own rules and regulations during a crisis, such as the COVID-19 pandemic.

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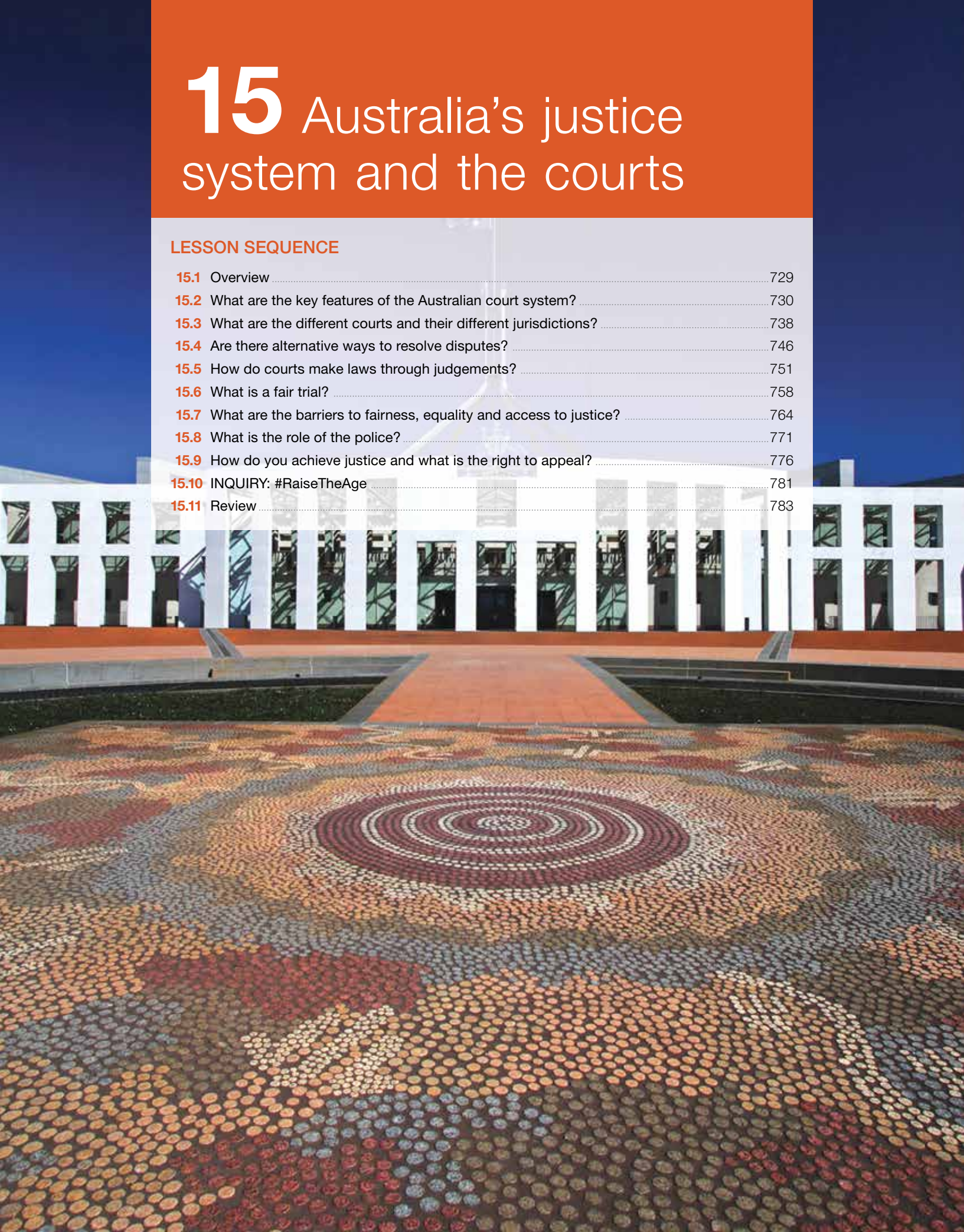
15 Australia's justice system and the courts



LESSON SEQUENCE

15.1 Overview 729
15.2 What are the key features of the Australian court system? 730
15.3 What are the different courts and their different jurisdictions? 738
15.4 Are there alternative ways to resolve disputes? 746
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LESSON
15.1 Overview

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Does the Australian legal system deliver justice?

What are the influences in the operation of the Australian legal system that work in support of the achievement of justice for citizens?

15.1.1 How does Australia's justice system work?

The statue pictured in **FIGURE 1** represents the idea of justice, and is often associated with our justice system. Lady Justice holds a sword in one hand to represent the power of reason and justice. It is a double-edged sword, meaning that at any time it might be wielded for or against a party.

In her other hand, she holds a set of scales that symbolise fairness, equity and balance in judgements and weigh up the needs and interests of individuals and society. She is sometimes shown wearing a blindfold or with her eyes closed to suggest the principle that justice should be 'blind'. However, in essence it symbolises that Justice is impartial; wealth, status and emotion are not considered in reaching decisions.

Every day in the media we hear about people being involved in cases before the courts. Courtroom dramas and 'true crime' podcasts and series are also popular, although few of these are Australian, so they don't accurately reflect what happens in our legal system.

FIGURE 1 The figure of Justice holds a sword and scales.

Even if we never commit an offence or become involved in a legal dispute ourselves, we could still find ourselves in contact with the court system, as a witness, to do jury duty, or even just attending court to support someone we know. Our justice system and the courts are important elements of our democratic society, and it is important that we all have a basic understanding of how they work.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10671)

Video eLesson Going to court (eles-2362)

LESSON
15.2 What are the key features of the Australian court system?

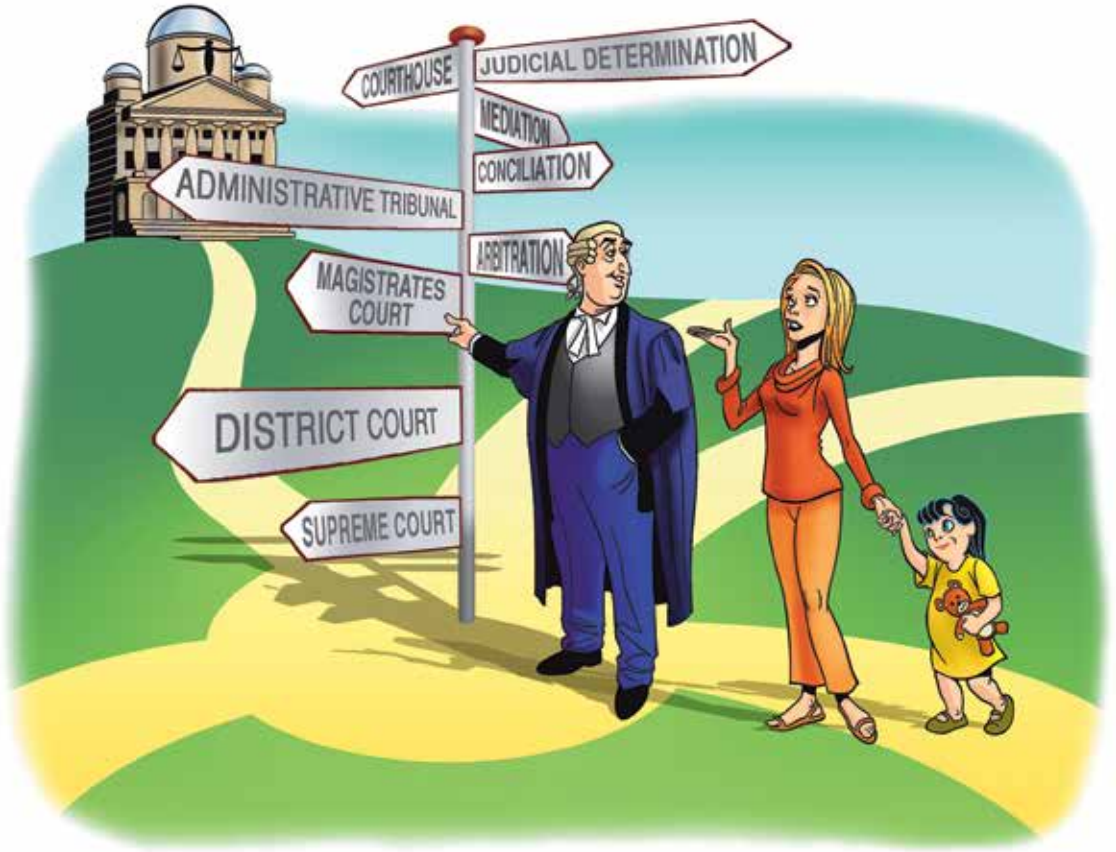
LEARNING INTENTION

By the end of this lesson you should be able to explain the difference between civil and criminal cases and identify the courts in the Australian court hierarchy and their role.

TUNE IN

Our legal system is made up of many different courts, each with different powers and responsibilities. These courts are arranged in different levels, in order of their power and importance. This arrangement is known as a hierarchy. The higher courts, which hear the most serious matters, are at the top of the hierarchy; the lower courts, which hear less serious matters, are at the bottom of the hierarchy.

FIGURE 1 Let's take the mystery out of the court system.



1. Brainstorm a list of reasons for having different levels of courts rather than allowing all courts to hear any cases?
2. Make a list of courts that you think are found within our court hierarchy.
3. Which court do you think would hear the following?
   a. Murder cases
   b. Road traffic offences
4. Discuss your answers to these questions with a partner.

15.2.1 Criminal cases and civil cases

Criminal law

Criminal law protects the community from the harmful actions of others. When a person commits a crime, the state **prosecutes** that person by having them taken before a court. Our courts operate under an **adversarial system**. This means that two opposing sides present their arguments to an independent umpire — a **judge** or **magistrate**.

The prosecuting side (the prosecution) is required to prove the guilt of the person accused of the crime. The accused person has a right to present his or her side of the argument (known as the defence). In criminal cases, a person found to be guilty will be sentenced to receive a punishment, such as imprisonment or a fine (see **FIGURE 2**).

FIGURE 2 The process of criminal justice

Civil law

Civil law deals with non-criminal disputes between individuals or groups. These can arise in matters related to business dealings, or when a person is harmed by the careless actions of another. Civil cases also operate under the adversarial system, with each side presenting their arguments before an independent judge or magistrate. The person making the complaint is known as the **plaintiff** and the person accused of doing the harm is known as the **defendant**. If the plaintiff is successful, the defendant can be required to provide compensation for the harm done (see **FIGURE 3**).

An area of law for which a court has responsibility is known as its **jurisdiction**. In criminal cases the higher courts have jurisdiction over the most serious crimes. In civil cases the higher courts have jurisdiction over matters that will affect many people, involve complex legal issues or large sums of money.

Cases heard in higher courts will be much more expensive for the community as well as for those bringing the action. If an individual is unhappy with the ruling in a lower court, he or she can apply to have the case heard in a higher court. This process is referred to as 'making an appeal against a court decision'.

prosecute to take legal action against a person accused of a crime

adversarial system a system of trial in which the two sides argue their case and the judge or magistrate acts as an independent umpire

judge a court official who presides over cases in courts higher than a Magistrates Court or Local Court

magistrate a court official who hears cases in the lowest court in the legal system

plaintiff a person who commences a legal action in a civil case

defendant a person against whom a legal action has been brought

jurisdiction the power or authority of a court to hear specific types of disputes and cases

FIGURE 3 The process of civil law

15.2.2 The lower courts

The lowest level court in most court hierarchies is the Magistrates Court, refer to **TABLE 1**. It hears both criminal and civil cases.

All adult criminal cases (people 18 and over charged with criminal offences) are brought before the Magistrates Court first. Criminal cases fall into three general categories:

- Simple or **summary offences** (such as disorderly conduct) are heard by a magistrate.
- **Indictable offences** or crimes (such as criminal damage, serious assault or robbery) are heard initially by a magistrate, but are then passed on to be heard in the District or Supreme Court.
- **Indictable offences triable summarily** can, on the decision of the magistrate, either be heard by the magistrate, or sent to a higher court.

A relatively large number of these courts are across each state and territory because they hear more than 90 per cent of cases that go to court.

summary offences simple or less serious offences that are heard by a magistrate

indictable offences offences that are generally more serious in nature, which are heard initially by a magistrate but then passed on to a higher court

indictable offences triable summarily offences for which a magistrate can decide whether they hear the case, or send it to a higher court

tlvd-10710

TABLE 1 Australian court hierarchies

Jurisdiction	Highest court in the hierarchy	Highest state or territory court	Intermediate state or territory court	Lowest court
Commonwealth	Full Bench of the High Court	Federal Court Family Court		Federal Circuit Court
NSW	High Court of Australia	Supreme Court	District Court	Local Court
Victoria		Supreme Court	County Court	Magistrates' Court
Queensland		Supreme Court	District Court	Magistrates Court
South Australia		Supreme Court	District Court	Magistrates Court
Western Australia		Supreme Court	District Court	Magistrates Court
Tasmania		Supreme Court		Magistrates Court
ACT		Supreme Court		Magistrates Court
Northern Territory		Supreme Court		Magistrates Court

The Magistrates Court also has special courts for hearing drug-related charges and family violence offences. The aim of separating out these kinds of crimes is to focus on providing treatment to people who have broken the law because of substance abuse problems and protecting families from violent behaviour. Most jurisdictions also include a Koori Court to help bridge the gap between Australia's common law system and First Nations customary law.

15.2.3 Intermediate courts

Intermediate courts (see **TABLE 1**) operate in some jurisdictions. Australian intermediary courts are generally known as District Courts, except in Victoria where the court operating at this level is called the County Court. They hear serious criminal cases such as armed robbery, serious drug-related offences and serious assaults, including sexual assaults. Murder-related cases are heard in the highest state court, the Supreme Court.

In criminal cases, District Court cases are heard by a judge and a **jury** of 12 people. The jury's role is to consider the facts presented by the prosecution and the defence and decide whether the **accused** is guilty or not guilty. The judge will help the jury if there are complex legal issues to be decided. If the jury decides that the accused is guilty, the judge determines the appropriate punishment. Some appeals from criminal cases heard by the Magistrates Court are also heard in the District Court.

jury in criminal cases, the 12 people who are randomly selected to decide the guilt or innocence of an accused based on the evidence presented in court

accused the person charged with or on trial for a crime

Intermediate courts usually have jurisdiction over a wide range of civil disputes, including claims made for workplace and motor vehicle injury, and disputes involving business dealings.

A jury is usually not required in a civil case unless either the plaintiff or the defendant requests one. When juries are used they usually consist of between four and seven jurors, depending on the individual state requirements.

ln some states there is an upper limit on the amount of money involved in cases that can be heard in an intermediate court. Cases involving larger amounts than this limit need to go to the highest state court (the Supreme Court) to be heard. Tasmania, the Northern Territory and the ACT do not have an intermediate court as part of their court hierarchy.

FIGURE 4 The historic courthouse in Bendigo is one of over 40 courthouses used for Magistrates Court hearings throughout rural areas of Victoria.

15.2.4 Higher courts

The highest court in each state and territory is the Supreme Court. In all states except South Australia, Supreme Courts are divided into a trial division and an appeal division. The most serious criminal matters, such as murder and treason, are heard before a judge and jury of 12.

The most serious crimes are heard in the Trial Division — for example, murder and armed robbery — as well as civil matters involving large amounts of money or complex legal issues.

The Court of Appeal hears appeals from the lower courts in the hierarchy and (with a panel of judges) appeals against decisions made by only one judge in the Supreme Court.

FIGURE 5 The Queen Elizabeth II Courts of Law at the Supreme Court of Queensland, located in the Brisbane CBD

The High Court of Australia

The High Court of Australia is our highest court. It performs the following roles:

- It is the highest court of appeal from the state court system.
- It has the power to interpret the Australian Constitution. The court reads, interprets and applies the words of the Constitution in disputes when they arise.
- It resolves disputes between state governments, and between state governments and the Commonwealth Government.

FIGURE 6 The High Court of Australia in Canberra is the highest court in the court hierarchy; the Mabo Land Rights case was heard here.

int-9091

FIGURE 7 Key players in a typical court hearing

- **A** The judge's associate is a trained lawyer who manages much of the paperwork.
- **B** Anyone whose name is on the electoral roll can be called as a juror. In a criminal case, the jury consists of 12 people. The jury must decide beyond reasonable doubt whether a person is guilty. All the jurors have to agree.
- **C** The prosecutor has to convince the jury that the accused person is guilty. This is done by asking questions of witnesses to draw out relevant information.
- **D** The judge is addressed as 'Your Honour'. The judge listens to arguments presented by the prosecutor and the counsel for the defence, and is not allowed to ask a witness questions (except to clarify a point). The judge has to make sure jury members understand the proceedings and evidence presented. If a jury announces a guilty verdict, the judge decides the sentence.
- **E** The counsel for the defence represents the accused. If the accused pleads guilty, the counsel for the defence presents arguments to try to lessen the punishment. If the client pleads not guilty, defence counsel must convince the judge or jury that the client is innocent.
- **F** The court orderly helps the judge keep order in the court.
- **G** Witness box, from which people give evidence
- **H** Members of the public, who listen to and observe the court proceedings
- **I** A prison officer from the prison where the accused has been held
- **J** The accused
- **K** Members of the media, who observe proceedings so they can report what happens

15.2.5 Other courts — state and federal

Coroner's Court

Every state and territory in Australia has its own Coroner's Court. The Coroner will investigate 'reportable' deaths, this means the death was unexpected, unnatural or violent. This court will also investigate fires that result in loss of life or significant damage to property.

The Coroner will identify the deceased and their cause of death. They can also make recommendations related to public health and safety and the administration of justice. For example, following a number of drowning deaths in backyard swimming pools the Coroner recommended mandatory pool fences.

FIGURE 8 The Forensic Medicine & Coroner's Court Complex in Sydney, NSW

Family Court of Australia

The Family Court of Australia is a federal court, not a state court. It handles disputes over divorce, parenting arrangements, child support, and property disputes following a relationship breakdown.

Federal Court of Australia

As most criminal law is determined by state governments, most criminal cases are heard in state courts, but if someone is accused of breaking a federal criminal law, such as smuggling illegal substances or objects into Australia from overseas, they would be tried in the Federal Court. Novak Djovokovic's case challenging his ban on playing in the Australian Open in 2022 due to not being vaccinated against COVID-19 was heard in the Federal Court.

The Federal Court can also hear civil disputes involving large businesses that operate in a number of different states, disputes relating to federal consumer protection laws, disputes over customs or taxation issues, or **industrial relations** matters.

FIGURE 9 The Roma Mitchell Commonwealth Law Courts in Adelaide houses the Federal, Family and Federal Magistrates courts, as well as the visiting High Court.

The Federal Circuit Court is the relevant lower court in the same hierarchy as the Federal Court. Many family law issues from states other than Western Australia are resolved by the Federal Court Circuit (approximately 80 per cent).

industrial relations refers to the laws and processes that govern the relationships between employers and employees

on Resources

Interactivity In the courtroom (int-5656)

15.2 SKILL ACTIVITY: Questioning and researching, Communicating

The Department of Justice recently conducted a survey to gauge people's understanding of the Australian court system. They have found that there is a large section of the population that have very little knowledge of how our courts operate.

Your group has been commissioned by the Department of Justice to **create** a visual representation of the Australian court system using digital technology. The format is up to you.

You must include:
- The jurisdiction of each court and its place in the court hierarchy.
- An example of a case that has been heard in each court.

15.2 Exercise

learnon

15.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 6	2, 4, 7, 8	5, 9, 10

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Check your understanding

1. Draw a line to **match** the words below to their definitions.

Plaintiff	A system of trial in which the two sides argue their case and the judge or magistrate acts as an independent umpire
Defendant	A person who commences a legal action in a civil case
Prosecute	A person against whom a legal action has been brought
Adversarial system	The power or authority of a court to hear specific types of disputes and cases
Jurisdiction	To take legal action against a person accused of a crime

2. What is court hierarchy?
   - **A.** The arrangement of courts in different levels, in order of their power and importance
   - **B.** The arrangement of courts according to their size
   - **C.** A legal structure where parties present their cases to a judge
   - **D.** A legal official who presents cases on behalf of the crown
3. **Identify** the role of the Coroner's Court.
   - **A.** Investigate reportable deaths
   - **B.** Investigate fires
   - **C.** Make recommendations related to public health and safety
   - **D.** All of the above

4. **Identify** the three main functions of the High Court of Australia.
   - A. It is the highest court of appeal.
   - B. It deals with minor offences and committal hearings.
   - C. It interprets the Australian Constitution.
   - D. It is the second highest court of appeal.
   - E. It resolves disputes between state governments, and between state governments and the Commonwealth Government.
5. **Outline** the difference between civil law and criminal law.

Apply your understanding

Analysis, evaluation and interpretation

6. Do the following cases involve criminal or civil law? **Explain** your answers.
   - a. You are disturbed by neighbours loudly renovating their property at 2 a.m.
   - b. Your aunty is convicted of driving with a blood alcohol content of 0.09.
   - c. Your smartphone is stolen by an attacker armed with a baseball bat.
   - d. Your strict-vegetarian friend finds a half-eaten prawn in a salad sandwich, which was labelled as vegan, bought from a café and realises that she has just eaten the other half.
   - e. Your leg has to be set in a plaster cast when you slip on some detergent that has been spilled on the supermarket floor.
7. Do you think that a court hierarchy is necessary? **Explain** your answer.

Communicating

8. In which courts and in which types of cases is a jury required? **Justify** your answer.
9. If a person was accused of smuggling guns and ammunition into Australia, in breach of Commonwealth law, which court would hear this criminal case? **Justify** your answer.
10. In 1983 a dispute occurred between the federal government and the Tasmanian state government over the building of a dam on the Franklin River in south-west Tasmania. Which court would have heard this case? **Justify** your answer.

LESSON
15.3 What are the different courts and their different jurisdictions?

LEARNING INTENTION

By the end of this lesson you should be able to distinguish between the original and appellate jurisdiction of the courts, and, using examples, explain the roles of the different courts in Australia.

TUNE IN

Did you know that Courts are arranged in a hierarchy? This promotes efficiency in our legal system as different courts will hear different cases. More serious matters will be heard in the higher courts and less serious cases will be dealt with more quickly and efficiently in the lower courts.

The higher the court in the hierarchy, the more expensive it will be to bring the case.

1. Name the courts in your state or territory court hierarchy.
2. Brainstorm a list of things you might have to pay for when going to court.
3. Explain why it is more expensive to resolve a case in the higher courts.

FIGURE 1 The higher the court in the hierarchy, the more expensive it will be to bring the case.

15.3.1 Different courts, different jurisdictions

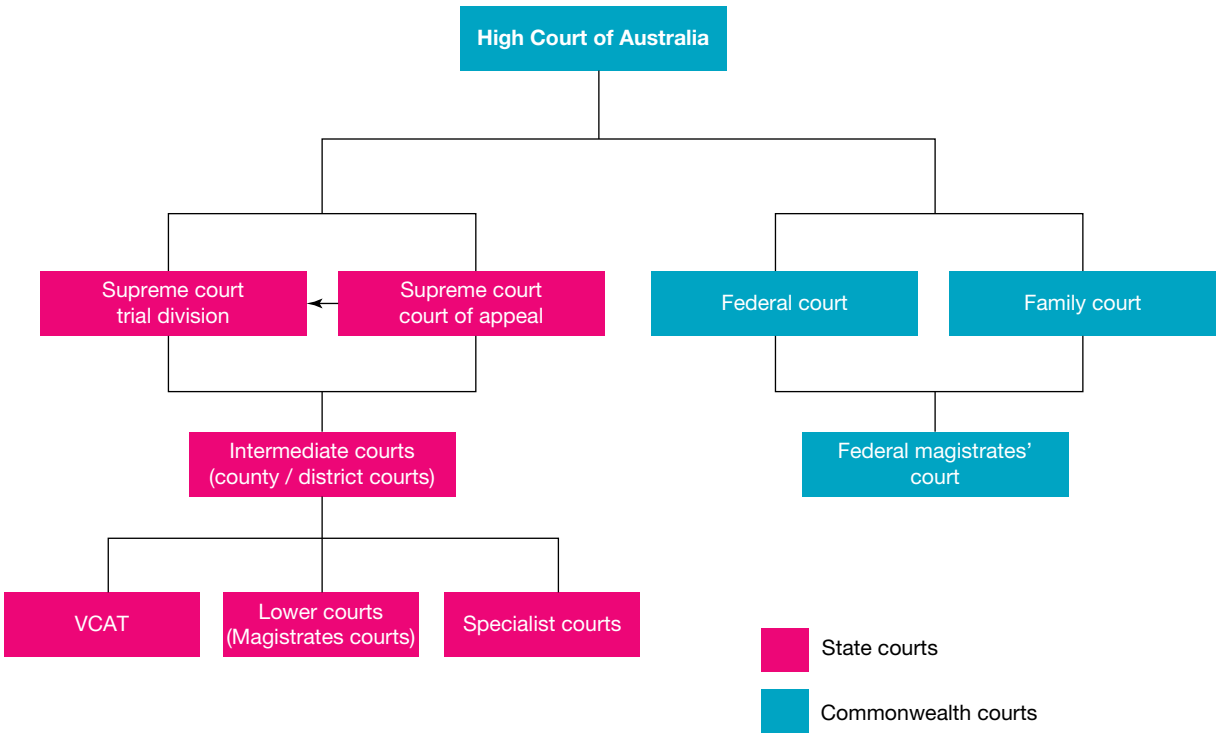
A court hierarchy ensures there will be consistency across all cases and allows:

- Judges and courts to specialise and develop expertise by hearing specific types of cases.
- Cases to be distributed according to their complexity and seriousness. Cases can be allocated according to the expertise of the judge.
- Individuals to have the opportunity to appeal a decision in a lower court and have it reviewed by a judge in a higher court.

It allows more serious cases matters to be given the time they need to ensure a fair trial in higher courts, while less serious cases are dealt with more quickly and cheaply in lower court. To illustrate these principles, we will examine the Supreme Court, Magistrates Court and Family Court of Australia.

tlvd-10711

FIGURE 2 Australian court hierarchy



15.3.2 Supreme Courts

Each of the six states and two mainland territories of Australia has a Supreme Court as its highest court. Each Supreme Court has two main types of jurisdiction: an **original jurisdiction** and an **appellate jurisdiction.**

original jurisdiction the power of a court to hear and decide a case for the first time

appellate jurisdiction the power of a court to review a lower court's decision

Some state differences

Differences in Supreme Court structures between states can be summarised as follows:

- In Victoria, New South Wales, Queensland and Western Australia there is a clear separation between the original jurisdiction and the appellate jurisdiction. Some judges specialise in only hearing appeals, and other judges only hear original trials.
- In South Australia, Tasmania, the Northern Territory and ACT, there is no such specialisation. Instead, all Supreme Court judges hear both original cases and appeal cases.

Original jurisdiction

The original jurisdiction of each state's Supreme Court is usually carried out by the trial division. It includes both criminal and civil law cases, and the court sits with only one judge. In criminal matters, there will also be a jury of 12 citizens who weigh up the facts and decide on the guilt or innocence of the accused. No jury is required if the accused pleads guilty to the charges. The main role of the judge then is to listen to arguments from the prosecution and the defence relating to the severity of the punishment. Based on these arguments, the judge decides on the length of a prison term or other appropriate penalty.

FIGURE 3 Jury members in criminal trials have to carefully weigh up the evidence to decide whether or not the accused is guilty.

Usually, the Supreme Court will deal with only the most serious crimes such as murder, attempted murder or **manslaughter**. In Tasmania and the two territories, where there is no intermediate court, the Supreme Court will also hear a broad range of criminal matters such as armed robbery, serious drug-related offences, and serious assaults, including sexual assaults.

manslaughter the accidental or unintentional killing of one person by another person

The Supreme Court in each state also hears only the most complex civil cases. This usually means cases involving disputes over very large sums of money. The actual amount will vary from state to state and is often determined by the complexity of the legal issues involved.

Appellate jurisdiction

If either party is unhappy with a decision in a lower court, that party can make an appeal to a higher court. When there is a separation between the original and the appellate jurisdictions of the Supreme Court, these appeals are usually heard by the appeal division, or Court of Appeal. The Court of Appeal hears appeals from intermediate courts, from the trial division of the Supreme Court and on points of law from the Magistrates Court. When hearing an appeal, the court usually sits with either three or five judges (see **FIGURE 4**), depending on the seriousness of the case. In South Australia, Tasmania, the Northern Territory and ACT, where no separation exists between the trial division and appeal division, appeals are heard by any three Supreme Court judges. Of course, the appeal judges must not include the judge who heard the case originally and no jury will be present.

FIGURE 4 When the Supreme Court acts as the Court of Appeal, it usually sits with three or five judges.

The Court of Appeal

If either party is unhappy with a decision in a lower court, that party can make an appeal to a higher court, where the trial is heard by a single judge only. The Court of Appeal also hears appeals against sentencing; for example, if someone believes that the term of imprisonment handed down was unjust. The Court of Appeal hears appeals from intermediate courts, various tribunals and from the trial division of the Supreme Court. When hearing an appeal, the court usually sits with three judges, but may also only sit with one or two. This depends on the seriousness of the case.

FIGURE 5 A person who is remanded in custody will be held in prison until their case is heard in court. Time spent on remand will be considered if the accused is found guilty and sent to prison.

15.3.3 The Magistrates Court

In most states, up to 90 per cent of all cases are heard in the Magistrates Court (known as Local Courts in NSW). These courts have both criminal and civil jurisdiction.

Criminal jurisdiction

The criminal jurisdiction of the Magistrates Court usually covers relatively minor offences, sometimes known as simple or summary offences. These include driving offences; many cases of theft, such as shoplifting; assault cases where the victim has received relatively minor injuries; and public order cases, such as being drunk and disorderly in a public place. The Magistrates Court carries out significant functions in relation to all these issues.

Bail and remand

When a person is charged with an offence that is serious enough to be heard by an intermediate court or the Supreme Court, a decision has to be made to either detain the accused in custody or release them into the community to await trial. Releasing an accused into the community is known as granting **bail**.

If the arresting police officers believe that the accused presents a danger to the community but the accused wishes to be released, a bail hearing will be held. This hearing will often be held in a Magistrates Court. Both sides will present their arguments to the magistrate, who will then decide whether to grant bail. If bail is granted, the magistrate may require that a **surety** be lodged with the court, and may also impose conditions on the accused. These can include a requirement that the accused regularly report to their local police station. If bail is not granted, the accused will be **remanded in custody** until the case goes to trial (see **FIGURE 5**).

In our legal system an accused is presumed innocent until proven guilty. In many cases it would be inappropriate to hold an accused in custody for months awaiting a trial.

bail an agreement to release an accused person into the community while awaiting trial

surety when bail is granted, a sum of money deposited with a court as a guarantee that an accused will abide by the conditions of bail and will appear in court when required to do so

remanded in custody to be held by the authorities until a case is heard in court

Committal hearings

A committal hearing is a preliminary hearing held to determine whether or not the prosecution case is strong enough to justify a full jury trial in the Supreme Court or in the District Court or County Court. It also provides an opportunity for an accused to indicate whether he or she intends to plead guilty or not guilty. An accused who pleads guilty will be committed to stand trial in the Supreme Court or District Court or County Court.

If the accused pleads not guilty, the prosecution is required to present its evidence to a magistrate, and that evidence can be challenged by the defence. The magistrate does not have to decide whether or not the accused is guilty. Instead, the magistrate assesses whether the accused should be committed to stand trial before a judge and jury, or whether the charges should be dismissed because the evidence is insufficient for a trial. The committal hearing also gives the accused a chance to hear details of the prosecution case, possibly encouraging the accused to plead guilty to some or all of the charges. This can ultimately save time and resources when the case eventually goes to trial.

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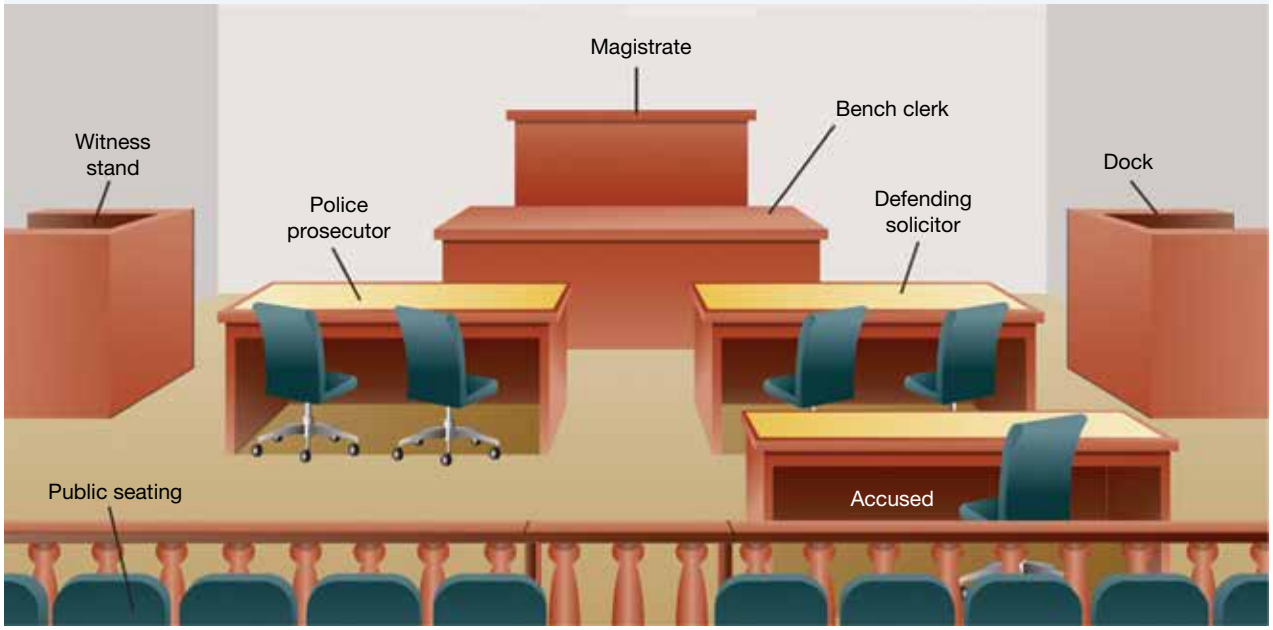
FIGURE 6 Typical layout of a Magistrates Court, where minor offences and committal hearings are dealt with



Civil jurisdiction

A variety of civil matters can be heard in the Magistrates Court. These are usually of a less serious nature than those matters heard by intermediate courts or the Supreme Court. The jurisdiction of the Magistrates Court is limited to hearing cases where the amount of money involved does not exceed a prescribed amount. This amount and the different types of cases heard in Magistrates Courts varies from state to state.

For example:

- In New South Wales and Victoria disputes where less than $100 000 involved.
- In Queensland the maximum amount is $150 000.
- In Tasmania the limit is $50 000.

Cases exceeding these limits will be heard in either the District or County Court or the Supreme Court.

15.3.4 Family Court of Australia

The Family Court of Australia is a federal court that handles disputes over divorce, parenting arrangements, child support, and property disputes following a relationship breakdown.

The Family Court sits regularly in most capital cities, as well as major regional cities, with the exception of Western Australia, which has its own state-based Family Court. While the Family Court of Western Australia has jurisdiction to hear cases regarding both state and federal family law, the Family Court of Australia hears appeals from the Family Court of Western Australia.

The Family Court of Australia was established in 1975 as a result of laws passed by the Commonwealth Parliament. It is on the same level in the court hierarchy as the Supreme Court.

FIGURE 7 The Family Court encourages divorcing couples to engage in mediation in the hope of reaching agreement over as many issues as possible.

Relationship breakdown can be a very emotional experience for those involved, and particularly for children of the relationship. For this reason, the Family Court operates under a number of principles, aimed at avoiding an expensive court case, including the following:

- The interests and welfare of children are always at the centre of any decisions made by the court, and they are given higher priority than the wishes or preferences of parents.
- The court encourages separating couples to reach agreement over as many issues as possible, such as parenting plans and property division.
- The court can order the couple to attend **mediation** in an attempt to resolve some of the issues in dispute.
- If the parties have reached agreement over some issues, they can apply to have this agreement approved by the court. This approval by the court is known as a **consent order**, and it means that the agreement can be legally enforced by both parties.

mediation a process of settling disputes in which a neutral third party (a mediator) assists the parties to reach agreement. Mediators do not offer solutions; they help the parties to reach agreement through their own suggestions.

consent order a written agreement reached by the parties to a dispute and approved by the court

Resources

Weblinks
Queensland Courts
Court Services Victoria
Courts Tasmania
NSW Courts and Tribunals
Western Australia Court and Tribunal Services
Courts SA
Northern Territory Local Court
ACT courts

15.3 SKILL ACTIVITY: Analysis, evaluation and interpretation

Conduct research to find two newspaper articles, one that deals with an aspect of criminal law and one dealing with an aspect of civil law. Use your articles to complete a table like the one below.

	Criminal case	Civil case
Title of article and URL		
Which court will hear this case? **Justify** your answer.		
Identify any key terminology in the article.		
Will a jury be present? **Justify** your answer.		
What was the outcome of the case? Do you think this outcome was fair? Give reasons for your answer.		
If the outcome has not been specified, indicate what you think the outcome should be. Give reasons for your answer.		

15.3 Exercise

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15.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 6	2, 4, 5, 7	8, 9, 10

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Check your understanding

1. Complete the following sentences.
   _____ is the jurisdiction where the case is first heard.
   _____ is the jurisdiction where an appeal is heard.
2. **Identify** the purpose of a bail hearing?
   A. To determine a time and date for an accused person's trial
   B. To determine whether the accused is liable or not liable in a case of civil law
   C. To determine whether the accused is guilty or not guilty in a case of criminal law
   D. To determine whether the accused should be allowed to return to the community before their trial

3. **Match** the words below to their definitions.

An agreement to release an accused person into the community while awaiting trial		a. Surety
To be held by the authorities until a case is heard in count		b. Committal hearing
When bail is granted, the sum of money deposited with a court as a guarantee that the accused will abide by the conditions of bail and will appear in court when required to do so		c. Consent order
A preliminary hearing held to determine whether or not the prosecution case is strong enough to justify sa full jury trial in the supreme court or in the district or country court		d. Mediation
A process of settling disputes in which a neutral third party (a mediator) assist the parties to reach agreement. mediators do no offer solutions; they help the parties to reach agreement through their own suggestions.		e. Remand
A written agreement reached by the parties to a dispute and approved by the court		f. Bail

4. **Define** mediation.
5. **Explain** what a consent order is.

Apply your understanding

Communicating

6. **Explain** why the Family Court encourages parties before it to reach agreement on as many issues as possible.
7. In which court are these likely to be heard? Choose from the following list: High Court, Supreme Court, District / County Court, Magistrates Court, Family Court of Australia.
   a. A murder trial
   b. An appeal from the Supreme Court
   c. A minor traffic offence
   d. A dispute over the division of property in a divorce
   e. Serious assault
   f. The preliminary hearing of a rape case
   g. A civil dispute between business partners involving $100 million
   h. A case dealing with an aspect of the Australian Constitution
8. **Explain** the purpose of committal hearings in a Magistrates Court.
9. **Explain** how committal hearings contribute to the fairness and efficiency of our court system.
10. **Explain** why the Supreme Court is most likely to hear civil cases involving complex legal issues.

LESSON
15.4 Are there alternative ways to resolve disputes?

LEARNING INTENTION

By the end of this lesson you should be able to explain why tribunals are needed and how they promote justice.

TUNE IN

Going to court can be very expensive, especially if the matter must be dealt with in a higher court. Everyday people purchase goods only to find that they are faulty or do not meet their expectations.

FIGURE 1 Broken down again

1. What message do you think is being conveyed in **FIGURE 1**?
2. Apart from going to court, how do you think the person in the car can solve his problem?

15.4.1 Resolving disputes without courts

On many occasions, legal disputes can be solved using alternative methods. The Family Court uses mediation, whereas **complaints bodies**, such as Consumer Affairs Victoria and the Equal Opportunity Commission use **conciliation** as an alternative to formal court action. There are many ways in which the legal system can make use of special courts and tribunals to deal with civil disputes. These include disputes between consumers and businesses, and disputes and issues related to human rights.

15.4.2 Consumer law disputes

Australian consumers are protected from being exploited by unscrupulous or dishonest businesses by Australian consumer law. This law is enshrined in the *Competition and Consumer Act 2010*. It was passed by the Commonwealth Parliament and applies in all states and territories.

complaints body a formal body where people can lodge complaints and seek advice about their rights and the process they should undertake to resolve their dispute. In some instances, the body provides a no cost conciliation service. Examples of complaints bodies include the Equal Opportunity Commissioner, Ombudsman, and Consumer Protection Agencies (which differ from state to state).

conciliation a process of settling disputes in which a neutral third party (a conciliator) assists the parties to reach agreement. Conciliators can offer suggestions and alternative solutions to assist the parties in reaching an agreement.

How does consumer law protect us?

Australian consumer law gives consumers the right to take legal action if they are the victims of certain types of behaviour by businesses selling them goods or services. In particular, consumers are protected from:

- false and misleading representations in relation to goods or services, including making claims about a product that the seller knows to be untrue
- bait advertising — when products are advertised at a certain price but only a small number are actually sold at that price, as a means of falsely luring customers to the seller's business
- businesses offering gifts or prizes to customers, and then not actually providing them
- referral selling — when a seller offers a special deal to a customer in return for that customer referring other people to the business.

FIGURE 2 It is illegal to make claims that the seller knows to be untrue.

In addition, consumers have particular rights that are guaranteed in relation to the goods or products they buy. These include the following:

- A guarantee must be given in relation to the ownership of the goods. This means that a seller must have the legal right to sell the goods so that the buyer knows that he or she will become the legal owner once the goods have been paid for.
- Goods must be of an acceptable quality, free from defects, safe and durable.
- Goods must be fit for the purpose for which they would be expected to be used.
- Manufacturers must ensure that repairs and spare parts are available for a reasonable time after the goods are supplied.

What action can we take?

Enforcement of consumer rights is carried out in each state or territory by the Office of Fair Trading or the Consumer Affairs Office. If a consumer has a complaint against a supplier, the process shown in **FIGURE 4** is generally recommended.

FIGURE 3 Manufacturers must ensure that spare parts are available for a reasonable time after the goods are supplied.

In some cases, a supplier who breaches Australian consumer law may be guilty of a criminal offence and can be prosecuted in the courts. Consumer Protection Agencies have the power to prosecute a business or other supplier who has acted illegally under the provisions of consumer law. On a number of occasions, retailers selling dangerous children's toys had the toys seized and were prosecuted. The court that hears the case will be determined by how serious the breach of consumer laws is. The following examples are from the Magistrates Court.

- A retailer in New South Wales was fined for selling non-compliant children's toys.
- In South Australia a company who claimed its plastic bags were biodegradable was fined when the bags were found to contain heavy metals.

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FIGURE 4 The typical process for raising consumer complaints

More serious cases will be heard in the Supreme Court or Federal Court. This includes where a business has used deceptive, misleading practices or conduct that is considered **unconscionable**. The following is an example from the Federal Court:

- A large company was fined $50 million dollars for providing contracts for the supply of a service the consumer could not afford or did not understand.

unconscionable conduct that is considered so harsh or unreasonable that it is considered 'not in good conscience'. Such conduct may involve taking advantage of someone, who is at a disadvantage.

15.4.3 Human rights disputes

The federal and state governments in Australia have passed laws to protect our human rights. These include equal opportunity and anti-discrimination laws which make it illegal to discriminate against anyone based on characteristics such as their gender, racial or ethnic background, age, religion, marital status or sexual orientation. Each state and territory has its own anti-discrimination agency. At the federal level, this body is the Australian Human Rights Commission. This body has several roles, including educating the public about human rights and anti-discrimination issues, dealing with complaints and advising the government on international compliance issues arising out of treaties.

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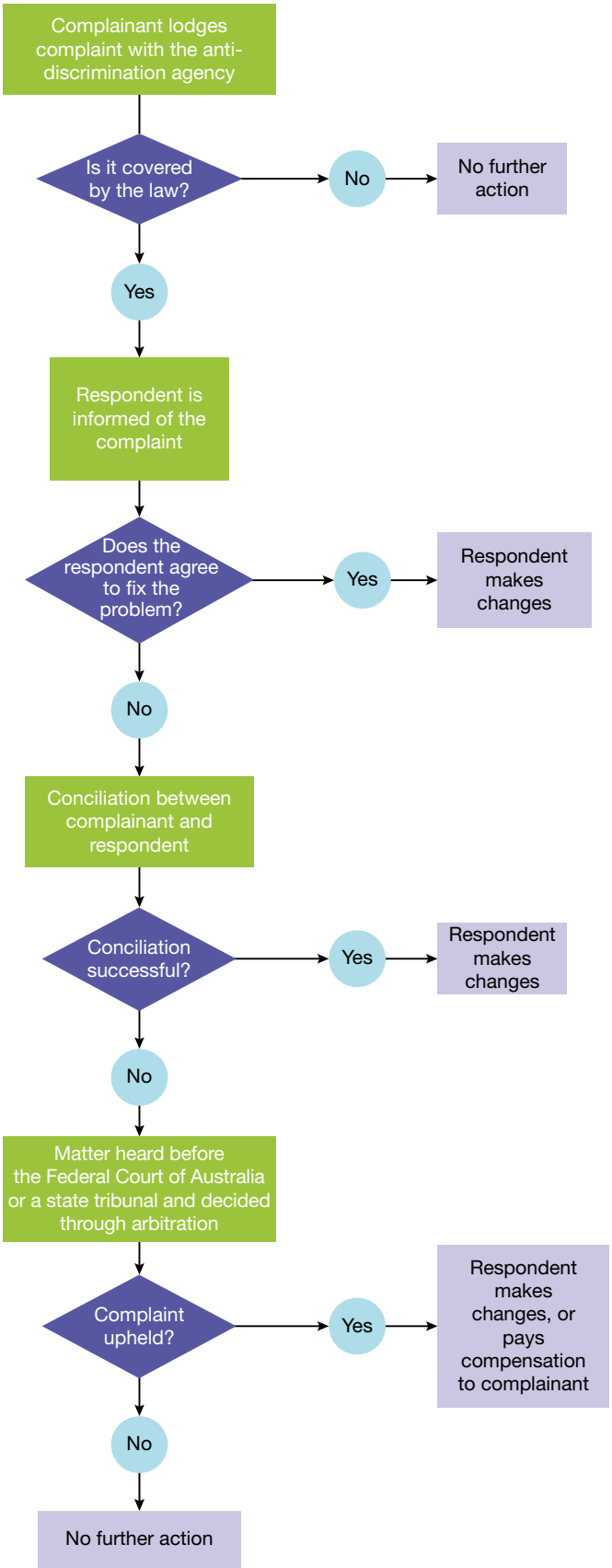
FIGURE 5 The dispute-resolution process in discrimination complaints or other infringements of human rights



Dealing with complaints

A standard procedure is in place for dealing with complaints of discrimination or other infringements of human rights. **FIGURE 5** and the following text outlines the process in Australia.

1. A person who believes their rights have been infringed can lodge a complaint with the Australian Human Rights Commissioner within 12 months of the incident occurring. This complaint must be in writing and signed by the person making the complaint. Forms are available online, but it may also be necessary to provide evidence of the alleged discrimination. The person lodging the complaint is known as the **complainant**, and the individual or organisation complained about is known as the **respondent**.
2. Once a complaint has been lodged, it is examined to see whether it comes within the areas of discrimination covered by the relevant legislation. If it does not, the complainant will be informed that no further action will be taken.
3. If it is believed that the complainant has grounds for a case, the complaint will be investigated by a Conciliation Officer. The respondent will be contacted and provided with a copy of the complaint. The respondent then has the opportunity to fix the problem and the issue is resolved.
4. If the respondent refuses to accept that the alleged discrimination has taken place, the Commission sets up a conciliation process. This process brings the two parties together with the conciliator in an attempt to resolve the matter.
5. If the matter cannot be resolved through conciliation, you can apply to have the matter heard in the Federal Court of Australia or in a state tribunal.

complainant a person lodging a complaint about another person or organisation

respondent the person defending an appeal

6. When using **arbitration** the Federal Court will operate in a similar manner to a court, however the process is less formal and less expensive. This means that both sides can present their arguments to the Federal Court and it can make a legally binding order to resolve the issue.
7. If the complaint is successful, the Federal Court can order the respondent to refrain from continuing the discriminatory behaviour. It can also order the respondent to pay a sum of money in compensation to the complainant. If the discrimination was employment related, the tribunal can order a respondent to reinstate the complainant to a position from which he or she was dismissed.
   A complainant can also request for their complaint to proceed to the Federal Court withdraw their complaint.

arbitration the process of resolving a dispute by an independent third party, such as a court or tribunal, where the decision is legally binding on the parties

15.4 SKILL ACTIVITY: Analysis, evaluation and interpretation, Communicating

Conduct research to **investigate** one of the following in your state:
- The Equal Opportunity Commission
- Consumer Protection Agency
- Environment Protection Body.

Record the following information:
a. What is the name of the organisation?
b. What are its three most important aims or goals?
c. What is the structure of the organisation?
d. **State** two examples of how the organisation attempts to educate the community.
e. Find two examples / cases related to this organisation at work:
   i. What was the issue?
   ii. What was the outcome?
   iii. In your opinion, was the outcome fair? **Justify** your answer.

15.4 Exercise

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15.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
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Check your understanding

1. What are two examples of behaviour that is illegal under Australian consumer law? **Select** all possible answers from the options below.
   A. False and misleading advertising
   B. Businesses polluting the environment
   C. Businesses that discriminate against anyone based on characteristics such as their gender, racial or ethnic background, age, religion, marital status or sexual orientation
   D. Businesses offering prizes or gifts to customers only to then not provide them
2. Rearrange these steps — in the order that is most appropriate — to resolve the issue if you buy a new phone but it does not work. Number the steps from 1–4 (1 being the first step).
   _____ Take the matter to a tribunal
   _____ Raise the issue with the business that sold you the phone
   _____ Contact a Consumer Protection Agency for assistance in resolving the dispute
   _____ Check your rights on the consumer protection website
3. _____ is the term given to treating a person unfavourably on the basis of a particular characteristic, such as gender, racial or ethnic background, age, religion, marital status or sexual orientation.

4. **Match** the following terms with their definition. Select from these terms: mediation, unconscionable, conciliation, arbitration
   a. A process of settling disputes in which a neutral third party assists the parties to reach decision by offering suggestions and solutions.
   b. The process of resolving a dispute using an independent third party in a tribunal who makes a binding decision on behalf of the parties.
   c. A process of settling disputes in which a neutral third party assists parties to reach a decision, without offering any suggestions or solutions.
   d. Conduct that is considered harsh or unreasonable. It may involve taking unfair advantage of someone.
5. _____ usually occurs at a tribunal level. Here, parties present their cases to a panel (usually comprised of people with knowledge of the disputed topic), which then deliberates on a decision.

Apply your understanding

Communicating

6. **Distinguish** between the terms complainant and respondent.
7. **Distinguish** between a tribunal and a complaints body.
8. In what circumstances could a person or organisation have criminal action brought against them for breaching consumer law?
9. **Name** two organisations that protect consumers through consumer laws and how they provide this protection.
10. **Identify** the area of law that deals with discrimination and **outline** the process a person would follow if they thought they were a victim of discrimination.

LESSON
15.5 How do courts make laws through judgements?

LEARNING INTENTION

By the end of this lesson you should be able to explain how judges develop the law by interpreting statutes and creating precedent, and use case study material to provide examples of law-making by the courts.

TUNE IN

In the case of Cohen and Sellar, the plaintiff had given the defendant an engagement ring as a symbol of their engagement. Prior to the marriage taking place, the defendant broke off the engagement; sparking an argument over who owned the ring. Could the defendant keep the ring, or did she have to return it to the plaintiff?

You be the judge:

1. a. In your view, does the defendant have to return the ring to the plaintiff? Justify your point of view.
   b. Would your answer be different if the plaintiff broke off the engagement? Explain.
2. What do you think should happen to any other gifts exchanged by the couple? Give reasons for your answer.
3. Share your thoughts with other members of your class.

FIGURE 1 Who owns the ring?

15.5.1 Common law

We know that laws are made by parliaments at both the state and federal level, but did you know that the courts can also make laws? Australia's court system was adapted from the British legal system. One of the unique features of that system is the **common law**. The term 'common law' originally meant that the law was common to everyone. Whenever a dispute came before a court, the judge would look at the previous decisions that other judges had made in similar cases. Whenever possible, a judge would try to decide the dispute in the same way as the previous decision. If there was no previous decision, and no parliamentary law that was relevant, the judge could effectively create new law to apply to the case.

common law judge-made law, or law developed by judges through the decisions in actual cases brought before the courts

precedent a legal principle that is established by a court in resolving a dispute and is expected to be followed in later cases

15.5.2 The doctrine of precedent

A key feature of our legal system is the doctrine of **precedent**, which allows courts to make laws. This means that when deciding cases judges will be guided by the legal principles applied in similar cases. The operation of precedent depends on the existence of a court hierarchy.

The doctrine of precedent has several key principles:

- Cases with similar facts are decided in a similar way to provide consistency in the legal system.
- Decisions made in higher courts are written down in law reports, which are available to all legal practitioners and judges.
- Lower courts must follow the decisions of higher courts in the same hierarchy when a similar case comes before them.
- A higher court has the power to change a decision made in a lower court. This may happen when a case is appealed or in a later case where a judge decides the previous decision needs to change.
- Supremacy of parliament allows parliament to pass laws that cancel precedents so that they will not apply in the future.
- When new issues come before a court, a judge has the power to create a new law provided it is not inconsistent with an existing precedent or legislation.

Trigwell's case

The Trigwell family suffered serious injury after a collision with another vehicle on a narrow country road at night. The accident occurred after the other car had swerved to miss sheep that were on the road after escaping through broken fences on a farm adjacent to the road. The other driver died and the Trigwell's sued the farmer for causing the accident.

The High Court relied on an old common law precedent dating back to a time before the advent of cars and ruled that the farmer was not liable for the damage caused by his roaming livestock.

The Victorian Parliament disagreed and passed the *Wrongs (Animals Straying on Highways) Act 1984*. This Act abolished the precedent set in the High Court by stating that farmers would be held responsible for injury caused if their animals strayed onto the road.

FIGURE 2 Parliament can change or cancel precedents, so they no longer apply in the future.

FIGURE 3 If no relevant law exists, judges can create a new legal rule to settle a dispute.

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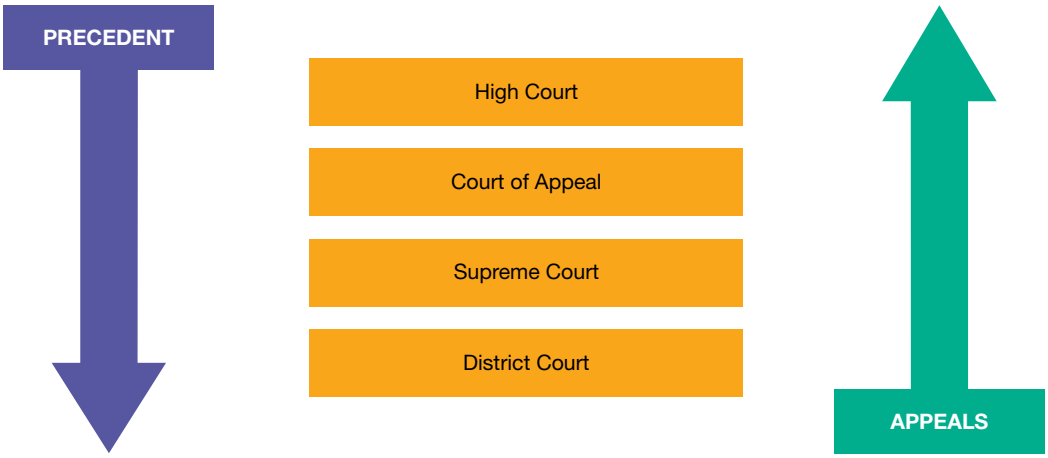
FIGURE 4 The court hierarchy allows for appeals to be taken to higher courts, and precedent to be followed by lower courts.



15.5.3 What makes a precedent?

Law reports contain details of cases that have been decided previously. Each case report includes a summary of the facts of the case, and the law that has been applied by the judge in reaching a decision. The outline of the law that has been applied is known as the ***ratio decidendi***, which is a Latin term meaning 'the

ratio decidendi a Latin term meaning 'the reason for the decision'

reason for the decision'. This might be a precedent from a previous case or the judge's interpretation or interpretation of a law passed by parliament.

When there is no relevant precedent or other law that applies to the facts of the case, the *ratio decidendi*, as stated by the judge, creates a new precedent.

Sometimes a judge will make other comments about the case. For example, a judge might suggest ways in which the decision could have been different if some of the facts had been different. These comments are known as ***obiter dicta***, a Latin term that means 'things said by the way'. Unlike the *ratio decidendi*, statements recognised as *obiter dicta* are not binding on judges in later cases. Nevertheless, if the *obiter dicta* have been delivered by a prominent judge in a higher court, judges in lower courts may gain some guidance from these statements if they can be applied to the facts before them.

FIGURE 5 Previous court decisions are documented in law reports.

on Resources

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15.5.4 Duty of care — case studies in the application of precedent

We can illustrate how the doctrine of precedent works by examining a series of cases decided in English courts during the late nineteenth and early twentieth centuries. These cases all dealt with questions of people supplying products to other people, and the degree to which the supplier was responsible for the safety of the products supplied. Before these cases, it was generally accepted that a supplier was responsible only to the person with whom he or she had a direct contractual relationship. This meant that the seller owed a **duty of care** only to the person who actually bought the products.

FIGURE 6 When you use shampoo you are protected by the law — even if someone else bought the shampoo for you.

George v. Skivington (1869)

Mr George bought hair shampoo from a chemist (Mr Skivington), who had made the mixture himself. He made it clear that he was purchasing the product for his wife. Mrs George suffered skin irritation and hair loss as a direct result of using the shampoo. Mr George sued the chemist, claiming he had been negligent in manufacturing the shampoo.

obiter dictum/obiter dicta a Latin term that means 'things said by the way'; the plural form is *obiter dicta*

duty of care a responsibility to ensure the safety of any persons whom we can reasonably foresee might be affected by our actions

Lawyers for the chemist argued there was no contractual relationship with Mrs George as she did not purchase the product; therefore, the chemist did not owe her a duty of care. The judge did not agree and stated that the *chemist owed a duty of care to the ultimate user of the shampoo*. Mr Skivington knew the product had been negligently made and would be used by someone other than the purchaser. In these circumstances the legal relationship between Mr George and the chemist extended to his wife and a duty of care was owed.

Heaven v. Pender (1883)

In this case Gray had a contract to paint a ship. The ship was moored in Pender's dock, and Pender provided a platform to be hung over the side of the ship to assist with this task. The plaintiff, Heaven, was employed by Gray to carry out the painting, but while he was doing so the ropes holding the platform broke, leading to Heaven being injured. The court found similarities with *George v. Skivington* in that while no direct contract existed between Pender and Heaven, Pender had a duty to any person who might be required to use the platform. The court held that whenever one person supplies goods or machinery to be used by another person, and there is the likelihood of injury to the person to whom the thing is supplied, there is a duty of care to use ordinary skill and care in relation to the condition or manner of supply. One judge, Brett, went further in *obiter dicta* by suggesting that:

> whenever one person is by circumstances placed in such a position in regard to another … that if he did not use ordinary care and skill in his own conduct with regard to those circumstances, he would cause danger or injury to the person or property of the other, a duty arises to use ordinary care and skill to avoid such danger.

FIGURE 7 The dock owner who supplied the platform was found to have a duty of care to the workman painting the ship.

Donoghue v. Stevenson (1932)

A friend bought May Donoghue a bottle of ginger beer. The drink was in an opaque bottle, so it was not possible to see the contents. Donoghue drank some of the ginger beer, but when the last of the bottle was poured into a glass, the remains of a decomposed snail came out into the glass. Donoghue suffered from illness and shock as a result of drinking the ginger beer, and sued the manufacturer of the ginger beer, Stevenson. There was no direct contractual relationship in this case because it was Donoghue's friend who had actually bought the drink, and had bought it not directly from Stevenson but from a café supplied by Stevenson. The case was eventually decided in favour of Donoghue.

FIGURE 8 When May Donoghue found a decomposed snail in her bottle of ginger beer, she sued the manufacturer.

The leading judgement was delivered by Lord Atkin, and it is the following words within his judgement that are accepted as the *ratio decidendi* of the case and therefore constitute the precedent that has become law:

> a manufacturer of products, which he sells in such a form as to show that he intends them to reach the ultimate consumer in the form in which they left him with no reasonable possibility of intermediate

examination, and with knowledge that the absence of reasonable care in the preparation or putting up of products will result in an injury to the consumer's life or property, owes a duty to the consumer to take that reasonable care.

These words are very similar to the *obiter dicta* in *Heaven v. Pender*. Lord Atkin made it clear that he believed the comments by Brett in that case were a good basis for future law, so he adopted the same principle as his *ratio decidendi* in the case before him. This effectively created new law.

Grant v. Australian Knitting Mills (1936)

Dr Grant purchased a pair of underpants manufactured by Australian Knitting Mills. A chemical was left in the fabric during the manufacturing process, and Grant suffered severe dermatitis as a result of wearing the underpants. He sued the company, and the court found in his favour. The principles of the case of *Donoghue v. Stevenson* were applied, even though that was an English case and Grant's case was heard in an Australian court. Judges in the Australian court system felt the English precedent was a fair and just law, so it became part of Australian common law.

FIGURE 9 Suppliers of goods have a duty of care to ensure their goods are safe to use.

The law of negligence

The area of law created by the cases just discussed is known as the law of negligence. Negligence is said to occur when a person owes a duty of care to another, but does not act in such a way as to ensure the safety of that person. It is now accepted that suppliers of all goods owe a duty of care to anyone who uses those goods, whether they were the actual buyer or not.

FIGURE 10 Is a studded belt a weapon? According to precedent set by the Supreme Court, only if there is intent for it to be used in this way.

Deing v. Tarola (1993)

One example of a precedent being created by the interpretation of an existing law is known as the studded belt case. In this case, a young man who was wearing a studded leather belt to hold up his trousers was charged with possessing a regulated weapon and found guilty in the Magistrates Court in Victoria. He subsequently successfully appealed this verdict in the Supreme Court of Victoria.

In making his decision, the Supreme Court Justice had to interpret the intention of the Victorian Control of Weapons Act. He considered definitions of a weapon, and whether any reasonable person would consider that the wearing of a studded belt would constitute possession of a weapon. He deemed that the young man had a lawful excuse for possessing the belt (it was holding up his trousers), and that he had no intention of using it as a weapon. The precedent clarified the Control of Weapons Act, by stating that a studded belt is not, in and of itself, a weapon but may become one if there was intent for it to be used in this way. In this case, the Justice deemed there was no such intent, and therefore the young man was not guilty of an offence.

15.5 SKILL ACTIVITY: Evaluating, concluding and decision-making, Communicating

'Judges have used common law processes to bring greater fairness to the law by adapting previous decisions to suit the new facts before them.'

a. **Propose** an argument to support this statement and a counterargument to represent an opposing point of view. Use the cases in this lesson to illustrate your arguments.
b. Which viewpoint do you support? **Justify** your answer.
c. Get together with other like-minded classmates and collate your opinions.
d. Hold a class **debate** and have your teacher determine the winner.

15.5 Exercise

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15.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 7	4, 6, 8	5, 9, 10

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Check your understanding

1. What is common law?
   A. Laws that are common to everyone.
   B. A legal principle that is established by a court in resolving a dispute and is expected to be followed in later cases.
   C. Laws made by judges through decisions in courts
   D. All of the above.
2. Which of the following is a key principle of the doctrine of precedent?
   A. Previous cases provide precedent for future cases.
   B. As parliament is the highest law-making body, it has the power to overrule judgements made in the court system.
   C. There must be consistency of precedent within the hierarchy of courts.
   D. All of the above.
3. Complete the following sentences: _____ is a responsibility to ensure the safety of any persons whom we can reasonably foresee might be affected by our actions. _____ refers to failure to take reasonable care when a person or organisation is legally required to do so.
   Answer options: negligence / duty of care

Questioning and researching

4. **Clarify** why law reports are important in helping judges make and apply common law.

Apply your understanding

Communicating

5. **Explain** why the court hierarchy is important in the operation of the doctrine of precedent.

Civic participation and decision-making

6. Before 1869 in English common law, a legal duty of care was only owed between people who had a direct contractual relationship. **Analyse** the decision in *George v. Skivington* that changed this law.
7. How do you think a judge might decide the following cases? **Justify** your answer.
   a. A woman buys a new car from a dealer. While preparing the car, a mechanic accidentally damages the brakes and the buyer has an accident. She sues the manufacturer and the dealer.
   b. A man has a lot to drink at a club. When he goes to leave, the club manager offers to order the man a taxi but he refuses it. While walking home the man staggers onto the road and is injured when a car hits him. He sues the club for negligence.
   c. A couple buy a house but discover that it is riddled with termites and will need to be demolished. They sue the previous owner, who claims she knew nothing about the termites.

8. **Clarify** the difference between the *ratio decidendi* and *obiter dictum*.
9. **Discuss** why the case of *Heaven v. Pender* is a good example of the doctrine of precedent.
10. In *Donoghue v. Stevenson* the judge used *obiter dictum* from a previous case to create a new *ratio decidendi*, and therefore a new principle under common law. **Elaborate** on how this was possible under the principles of the doctrine of precedent.

LESSON
15.6 What is a fair trial?

LEARNING INTENTION

By the end of this lesson you should be able to define the principle of 'equality before the law' and explain how it is practised in Australia's justice system.

TUNE IN

The right to a fair trial is a fundamental human right. It is a guarantee of the rule of law and an essential element of a just society.

1. Why do we have a trial for people accused of crimes, rather than simply sending them to jail?
2. Brainstorm a list of elements that you think are essential for a fair trial.
3. Rule up a table in your workbook.

   In the first column, brainstorm a list of rights that you think everyone should have.

   In the second column, place a tick next to the rights you think you have.

   In the third column, indicate whether this right should apply to an accused person or victims. An example has been provided for you:

FIGURE 1 Everyone should have the right to a fair trial.

Rights people should have	Rights I have	Rights of victim / accused
The right to silence	✓	accused

4. As a class, try to reach a consensus as to the three most important rights for victims and the three most important rights for a person accused of a crime.

15.6.1 A fair trial is a balancing act

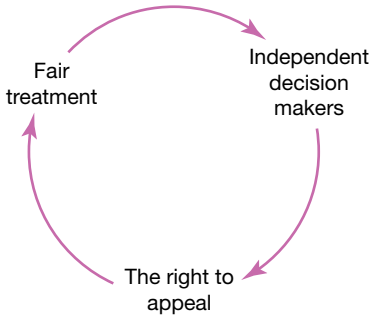
Australia is the only western country that does not have a Bill of Rights. All other nations with a similar political and legal system have enacted a Charter or Bill of Rights that clearly sets out the rights of citizens.

Both victims and accused persons have rights within the criminal justice system. In each state and territory, some of these rights are enshrined in legislation; others have been developed and refined through the courts as common law. Whatever the source of these rights, the justice system strives to strike a balance to ensure the rights of both an accused person and the victims of crime and their respective families are respected.

In Australia all persons charged with a criminal offence have the right to a fair trial. This means the case will be heard before an impartial court or tribunal. An individual should have knowledge of the case against them and the opportunity to challenge the evidence in an open and public forum. The right to appeal is a further guarantee that the trial was fair and recognises that in some circumstances it may be necessary to review the case to ensure there has not been a miscarriage of justice.

A victim is a person who has suffered some form of injury, harm or loss because of a crime being committed. The law recognises that depending on the circumstances of the offence, victims may have suffered significant trauma and that this may be compounded by a public trial. Rights of victims include being kept informed about the proceedings, giving evidence as a vulnerable witness, and being informed of the likely release date of the accused.

FIGURE 2 Australia's justice system is based on several principles



15.6.2 How do we ensure the accused has a fair trial?

An independent judge and jury

Neither the judge nor the jury should have any knowledge about the case, including victims and witnesses, until the evidence is presented in court. In a modern society it is inevitable that information relating to a criminal case will have been reported in the media. However, in the interests of fairness the jury is asked to put aside anything they have heard prior to the trial and not to follow the case in the media. Jurors are not permitted to carry out their own research. Their decision at the end of the trial must be based on the evidence presented in court.

FIGURE 3 The judge is the decider of the law, and the jury is the decider of the facts.

The judge is responsible for ensuring that the rules of evidence and procedure are followed and that both sides are treated equitably and fairly.

Before the trial begins, the judge will inform the jurors of the name of the accused and victim, potential witnesses, and the type of offence. Jurors must disclose any conflicts of interests at this stage so that they are not selected to hear the case.

At the end of the trial the judge will explain the relevant law to the jury. The jury must decide which facts and evidence they believe and if the prosecution has proven its case beyond reasonable doubt by applying the law as explained by the judge to the facts of the case.

Right to legal representation

Legal representation is a vital element of a fair trial. The rules of evidence and procedure that exist in our courts are complex. An accused without legal representation is at a disadvantage and will not be able to

present their case to the judge and jury in the best light. The need for legal representation was upheld by the High Court in the case of Dietrich v the Queen 1992 (see **FIGURE 4**). There is some legal assistance available to people who cannot afford to pay for legal representation (see lesson 15.8).

FIGURE 4 Dietrich was charged and convicted of drug importation in the County Court. He had been unable to find legal representation and Legal Aid would only fund his case if he plead guilty. On appeal the High Court ruled that due to the seriousness of the offence he had been denied a fair trial. The County Court should have adjourned the case until such time as he could find legal representation.

Preliminary examination of evidence

In lesson 15.3 you learnt that a preliminary hearing called a committal hearing is held in the Magistrates Court when a person has been charged with a serious offence. The prosecution will present the evidence that forms the basis of the charges. If the Magistrate decides there is enough evidence and the case is serious enough, the case will be scheduled for a trial in the County or Supreme Court.

Committal hearings ensure a fair trial because they allow the accused to know the case against them. This enables them to be fully prepared when their case is heard in a higher court. Committal hearings have the added benefit of filtering out cases so the courts are not clogged with cases that have little chance of success.

FIGURE 5 Witnesses who give evidence in court are asked to swear an oath or make an affirmation that the evidence they give will be the truth.

Strict rules of evidence and procedure

A fair trial will follow strict rules of evidence and procedure. These rules provide a level playing field and provide each side with an opportunity to present their case and challenge the evidence of the opposing case. Common procedures include the prosecution presenting their evidence first as they have the burden of proof and witnesses swearing an oath or affirmation (see **FIGURE 5**).

There are also rules about the evidence that witnesses can give; for example:

- A witness can only give evidence about matters about which they have first-hand knowledge. They cannot repeat things they have heard from a third-party source. This is referred to as hearsay evidence; this is fair as the accuracy of the evidence cannot be tested in court.
- Prior criminal history is not admissible until after the jury has delivered its verdict. This promotes fairness as the case must be decided on the facts presented in this case and having knowledge about prior behaviour might influence the jury.

Innocent until proven guilty and the right to silence

A key principle of our legal system is that a person is presumed to be innocent until proven guilty and as far as possible should be treated as innocent. It is up to the prosecution to prove the accused is guilty beyond reasonable doubt; the accused does not need to prove they are innocent. This principle is further upheld by the right to silence, which protects the accused from incriminating themselves. An accused does not have to give evidence in court and a jury should not make any assumptions about the accused because they invoke their right to silence.

Public hearing

Unless there is a good reason, an accused will have his case heard at a public hearing. Members of the community and the press can attend these hearings. Information about a trial will be freely available and reported in the media. This promotes fairness as it removes any notion of bias and ensures the rules of both evidence and procedure are followed.

There are some exceptions to an open hearing. In some instances, the public gallery and press gallery may be cleared to protect the identity of a witness or where the nature of the evidence is sensitive. This might be due to the age of the witness, the circumstances of the offence or in the interests of national security. Cases involving juvenile offenders are also closed to the public to protect young offenders.

15.6.3 The rights of victims

Victims have rights when giving evidence. The law recognises that being the victim of a crime can have a significant impact on both victims and witnesses and they are therefore vulnerable. To lessen the impact of having to give evidence in court, witnesses who are vulnerable can have special arrangements made when they are giving evidence (see **FIGURE 6**).

FIGURE 6 Vulnerable witnesses can have support when they give evidence. This might mean the court is closed to the public, or the witness is behind a screen or gives evidence remotely. In some courts, support dogs are available to sit with a victim while they give their evidence. The jury will not be aware that the dog is there.

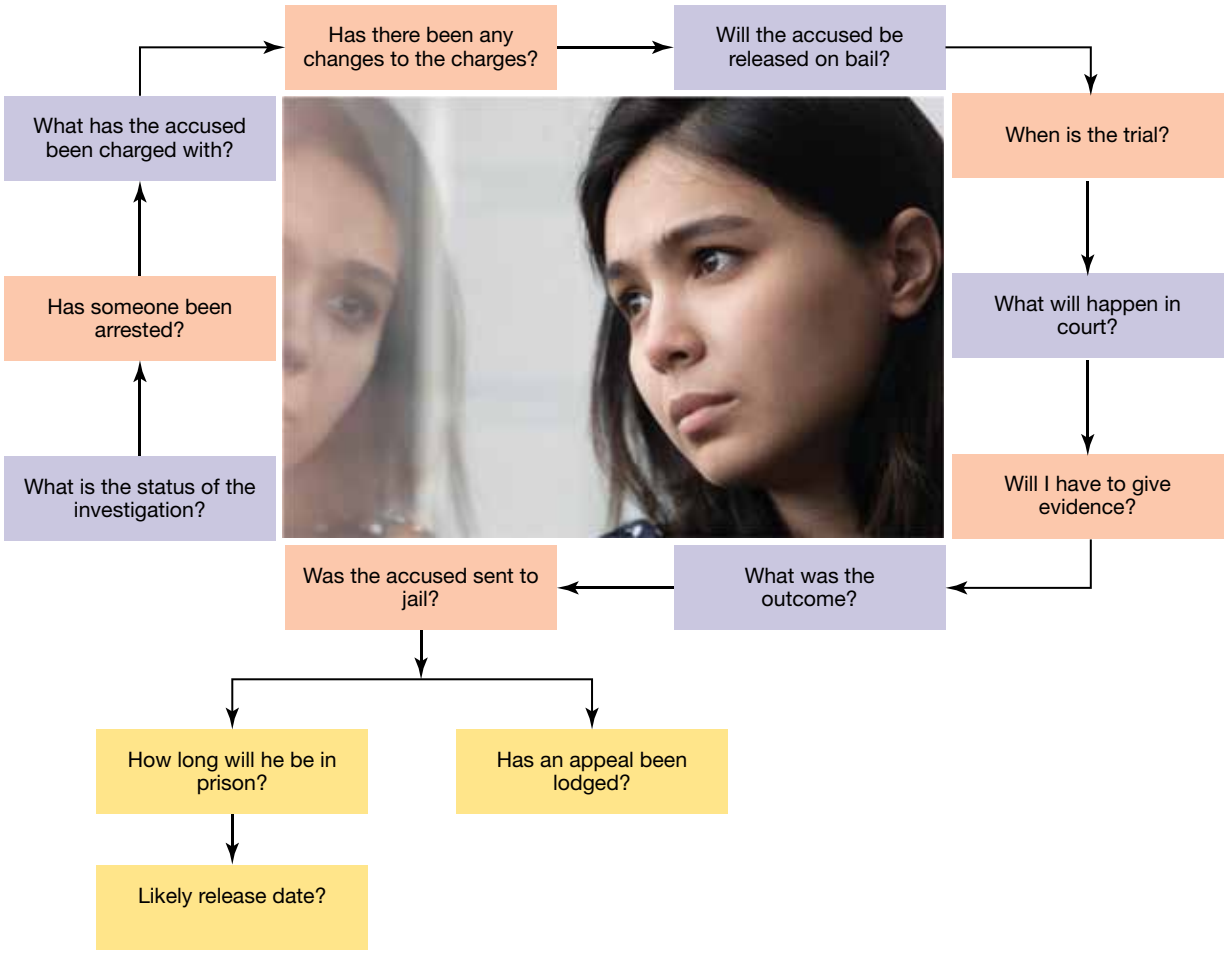
The decision as to whether a victim should be classed as vulnerable depends on several factors, such as age (under 18), cognitive ability, the nature of the offence and their relationship with the accused.

This promotes fairness, equality and access to the legal system for victims as they are treated with sensitivity and are better able to feel confident and present their evidence to the court. Without such provisions, victims might feel intimidated by the courtroom and having to face the perpetrator of the offence. In such cases, if the victim is not able to give evidence the case might not proceed.

The right to be informed about the proceedings

We have already seen that an accused has the right to know what evidence the prosecution is relying on prior to a case going to court and has rights at every stage in the legal process. Victims also have the right to information about the progress of the case in which they are involved, see **FIGURE 7**.

FIGURE 7 Victims will have different questions depending on what stage a case is at. They are entitled to have these questions answered.



SkillBuilders to support skill development

- 13.10 SkillBuilder: Creating and analysing a table

15.6 SKILL ACTIVITY: Questioning and researching, Communicating

Three principles of justice underpin our legal system:

- Fairness
- Equality
- Access

A fair trial is fundamental to ensuring these principles are upheld.

Use the internet and the information in this lesson to **construct** a series of tables that show the strengths and weaknesses of our legal system in providing a fair trial. You might like to find out more about the role of key personnel in the legal system or the rules of evidence and procedure. For each area you include in your table provide two or three dot points. See the example below.

Support for the victim (explain what is involved or provide some dot points) • Give evidence remotely	
Strengths	**Weaknesses**

Once you have constructed your tables, write a report outlining your findings.

15.6 Exercise

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15.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 4, 5	3, 6, 7	8, 9, 10

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Check your understanding

1. When a person is charged with a serious indictable offence a preliminary hearing will be held. This is hearing is called:
   - **A.** an orientation hearing.
   - **B.** an evidentiary hearing.
   - **C.** a committal hearing.
   - **D.** a plea hearing.
2. Which of the following types of evidence would not be allowed in court?
   - **A.** Evidence collected at the crime scene
   - **B.** Hearsay evidence
   - **C.** First-hand evidence
   - **D.** All the above
3. When a person lodges an appeal, where will the case will be heard?
   - **A.** In a higher court
   - **B.** In the same court without a jury
   - **C.** By a jury
   - **D.** By an expert in analysing evidence
4. In a criminal trial, the accused will present their evidence first. True or false?

Questioning and researching

5. Which of the following would not be considered an aspect of a fair trial?
   - **A.** An independent judge
   - **B.** A public hearing
   - **C.** Internet research by one of the jurors
   - **D.** Legal representation

Apply your understanding

Communicating

6. **Distinguish** between the role of the judge and the jury.
7. **Explain** why we should allow an individual to appeal his or her case.
8. **Explain** how a committal hearing helps to ensure a fair trial.

Analysis, evaluation and interpretation

9. James, the accused, decided not to give evidence during his trial and instead elected to remain silent. In the jury room, one of the jurors has suggested that he must be guilty and have something to hide by remaining silent. Another juror has said this is not the case. The rest of the jury does not know who to believe. Solve this problem for the jury.
10. Emily, aged 15, is the victim of domestic violence. The judge has ordered that the public gallery is cleared, and the media be excluded while she is giving evidence. **Evaluate** this decision in the context of a fair trial.

LESSON
15.7 What are the barriers to fairness, equality and access to justice?

LEARNING INTENTION

By the end of this lesson you should be able to explain the potential ways that the judicial system can fail to achieve fairness, equality and access for all and the potential consequences of this.

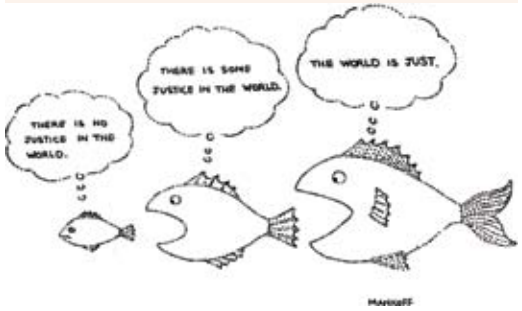
TUNE IN

While a fair trial is a key element of a just society, individuals sometimes must overcome barriers in order to access a fair trial.

In the **FIGURE 1** cartoon everyone is being treated the same.

1. Which fish is disadvantaged by the test?
2. Which fish has an advantage?
3. In your opinion, is this fair? Give reasons for your answer.
4. What does this tell you about the legal system?
5. Predict which aspects of the legal system may promote disadvantage.

FIGURE 1 Justice relies on people having what they need to access the legal system.



15.7.1 Factors that can undermine the system

Our legal system is based on a number of principles that exist to make sure that anyone who makes contact with a court is treated fairly and receives justice. However, the system does not always work perfectly. Several factors can undermine the application of these principles. These include bribery, coercion of witnesses, trial by media, financial and cultural constraints, and court delays.

15.7.2 Bribery

Bribery might occur in the justice system if someone tries to offer money, a gift or any other item of value to a judicial officer (such as a judge) or any other public official (such as a police officer) in the expectation that the person receiving the bribe will act in the briber's interests. A person might bribe a juror to make a certain decision, or bribe a witness to present a false testimony or withhold the truth. Note that it is illegal to give or receive a bribe.

Bribery is an offence under common law in many of the states and territories in Australia. Some states also have legislation referring to bribery. Under the Commonwealth *Criminal Code Act 1995*, the offence of bribing a public official is punishable by ten years in prison or a fine of $2.22 million, or both, for an individual. A corporation can be fined $22 million, or three times the value of the benefit its management hoped to gain from the bribe, or 10 per cent of its annual revenue for the 12-month period before the bribe was attempted.

FIGURE 2 Bribery undermines the principles of justice because it prevents the truth or interferes with a correct decision being made.

bribery the act of giving money, a gift or any other item of value to a recipient in the expectation that it will alter the recipient's behaviour

Bribery can undermine the principles of our system of justice. Judges who accept a bribe are no longer independent. They have agreed to alter their behaviour and act in someone else's interests. Witnesses who have been bribed may not present the truth or the full truth, which means that a fair trial will not occur. A jury that reaches a decision after receiving a bribe may reach the incorrect decision.

CASE STUDY: THE BRIBE'S IN THE MAIL

Police investigated a possible attempt to bribe judges in Victoria after several cheques were received in the mail in July 2012. The mail was addressed to judges and court officials at the Victorian Supreme Court. The cheques were discovered through the court's mail-handling security protocols.

A court spokeswoman said, 'All envelopes were similar in appearance. Court staff opened one envelope, revealing a cheque made out to the addressee.' It is believed that all the suspicious envelopes opened were found to contain cheques.

15.7.3 Coercion of witnesses

Coercion of witnesses is against the law. A person must not coerce or attempt to influence a witness in a court case to provide a false testimony, withhold the truth, or avoid turning up to court at all. Witnesses could be intimidated or bullied while attending court, at their home or place of work by an offender, a family member of the offender or an accomplice of the offender who knows or discovers where the witness lives or works.

coercion the practice of forcing someone to act in an involuntary manner by using intimidation or threats, or some other form of pressure

A court might make an order to stop the threatening or intimidating behaviour, or to stop the person attempting the coercion from coming near the witness again. The justice system can also offer protection programs if necessary, including protecting the identity of a witness and even relocating a witness.

Coercion of witnesses is covered by different legislation in each state and by the federal *Crimes Act 1914*, where it is referred to as 'corruption of witnesses'. Depending on the state, the charge of threatening, corrupting or influencing a witness can result in sanctions including a fine, good behaviour bond, suspended sentence or prison sentence.

Influencing or coercing a witness undermines the principles of our justice system. Evidence presented in court will become misleading and an incorrect verdict could result. An accused person who should be found guilty may instead be found not guilty.

Conversely, an innocent person may be found guilty. A court trial would not hear the truth and therefore the trial would not be fair. Justice would not be served.

FIGURE 3 Threatening or intimidating behaviour towards a witness is illegal.

CASE STUDY: PLEASE DON'T GO TO COURT

An 18-year-old man from Woollamia, New South Wales, was committed for trial in the District Court in February 2014 for influencing a witness to not give evidence in court. He was also charged with **perverting the course of justice**. Recordings produced by the police revealed that the accused was contacted by an inmate at the South Coast Correctional Facility. The police alleged that the prisoner asked the accused to go to another man's house and tell him not to appear in court to provide evidence relating to another inmate's matter before a court. The man who was the subject of the coercion was ordered to appear in the District Court in March.

FIGURE 4 It is illegal to contact witnesses to influence them to change what they say in court or to not appear in court.

15.7.4 Trial by media

The media, including television and newspapers, will cover court cases. At times, this coverage can have an impact on the accused's reputation by creating widespread opinion regarding the person's guilt or innocence before the trial has occurred or before a verdict has been delivered. This is referred to as **trial by media**. A high-publicity case, where the reporting of events can create a frenzy, can make a fair trial nearly impossible.

FIGURE 5 Trial by media can seriously impact an accused's chances of receiving a fair trial.

In Australia, strict laws regarding contempt of court restrain the media from what it can report after a person is formally arrested or charged. These laws are designed to make sure that the accused receives a fair trial in front of a judge or jury that has not formed an opinion biased by prior media coverage.

Courts take contempt laws very seriously. This is because justice can only occur when courts are able to operate independently, unhindered by outside interference, and are free to make a fair judgement. If the media publishes information about the accused's prior convictions before the end of a trial, disobeys a court order or interviews witnesses, the judge or jury may become prejudiced against the accused. The opportunity to have a fair trial would therefore be lost.

perverting the course of justice any act that is aimed at preventing justice being served on an individual such as lying to police

trial by media creating widespread opinion regarding a person's guilt or innocence before a trial has occurred or before a verdict has been delivered

CASE STUDY: TRIAL BY MEDIA

3AW radio broadcaster Derryn Hinch was found guilty of contempt of court in 2013 for breaching a suppression order made by a Victorian Supreme Court Justice. This was his third conviction for this kind of offense.

Hinch published tweets and blog entries about Melbourne woman Jill Meagher's murderer during court proceedings, referring to the accused's parole status. Melbourne newspapers then published front-page stories outlining the accused's past, claiming that he was going to plead guilty. Hinch was ordered to pay a $100 000 fine, but he refused to pay and spent 50 days in prison instead.

In 2015, he registered Derryn Hinch's Justice Party, and was a federal Senator for Victoria from 2016 until 2019.

FIGURE 6 Derryn Hinch

15.7.5 Court delays

There is an old saying in law: 'Justice delayed is justice denied.' It suggests that if a person is wronged in some way and a dispute needs to go to court but does not do so in a timely fashion, then there might as well have been no court case at all; justice has not taken place. A **court delay** can undermine the application of the principles of justice. Yet there is no specified right in Australia, either under common law or in legislation, to have a court case conducted within a reasonable period of time.

However, the International Covenant on Civil and Political Rights, to which Australia is a signatory, states that anyone charged with a criminal offence is entitled 'to be tried without undue delay'. Numerous reviews and inquiries into court delays have been undertaken to explore why they happen and what can be done about the problem. Some of the problems caused by court delays are illustrated in **FIGURE 7**.

court delay a setback in the legal system that prevents justice from occurring in a timely fashion

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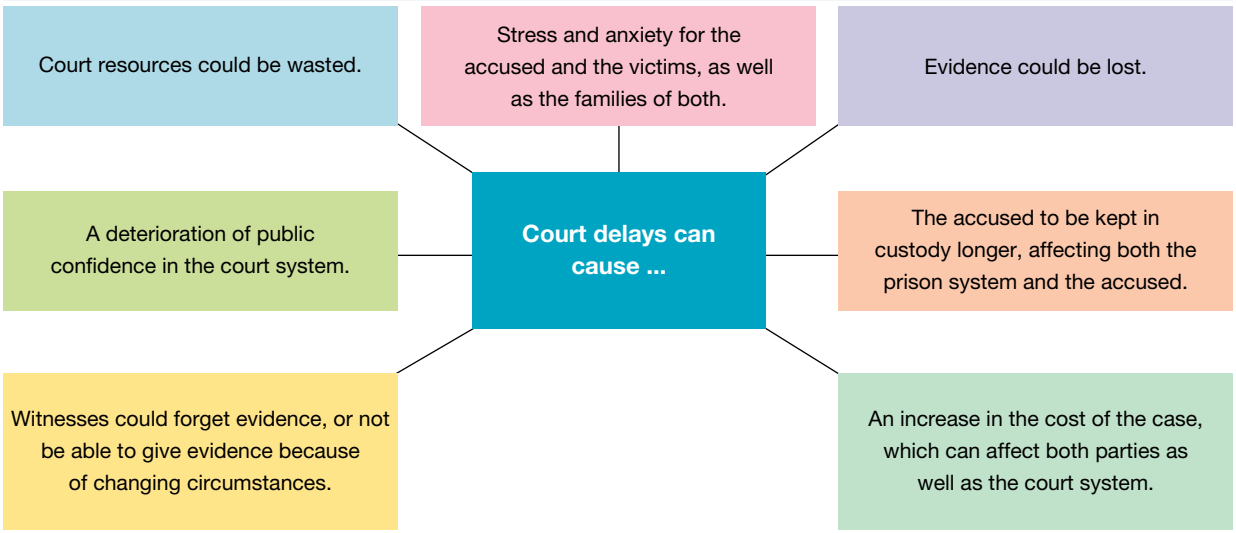
FIGURE 7 Problems caused by court delays



Delays can occur before the trial starts (between the date the case is committed to go to trial and the actual commencement date), or during the trial itself, making the court case drag on longer than necessary.

There are many reasons for delays that can cause a trial to last longer than necessary. These include:

- either side insufficiently or inadequately preparing its case
- lack of legal representation
- complex evidence and complex cases
- witnesses facing difficulties in getting to court
- either party using delaying tactics when in court.

Delays can also occur simply because the courts have more cases to deal with. This can happen for many reasons, including:

- a rise in the crime rate
- an increase in police numbers
- changes in population
- availability of legal aid
- changes in government policy
- changes in the law.

In 2020 and 2021, delays were caused due to COVID-19 restrictions and lockdowns which meant that the courts could not hear any cases.

CASE STUDY: CAN'T FIND AN INTERPRETER WHEN YOU NEED ONE

At Sydney's Central Local Court in March 2014, a man was accused of setting his former partner, a 34-year-old woman, on fire. He was charged with causing grievous bodily harm with intent to murder and breaching an apprehended violence order. Police alleged that he poured flammable liquid over the woman and then set her alight. The hearing was adjourned until later in the week because a court interpreter was not available. The man's lawyer did not apply for bail and it was formally refused.

15.7.6 Financial and cultural constraints

Many people are disadvantaged when they come before the court due to a lack of money or because they do not understand the legal system.

Financial problems

The costs of going to court can very quickly add up. Government funded assistance through Legal Aid is limited to people who qualify for some form of income support or welfare payment. It is means tested, which means that anything you own will be considered before you qualify for legal representation in court. Rising costs have seen an increase in the number of people representing themselves in court.

Some assistance is available to assist parties faced with representing themselves in court. Free advice is available on the Legal Aid website and each of the courts publishes information on a variety of topics, including court etiquette, what to expect when you go to court. The Magistrates Court also has a volunteer service that offers support and a duty lawyer is generally available to provide legal advice. Increasingly, judges and magistrates are assisting parties to navigate court procedures and with understanding legal jargon.

FIGURE 8 The cost of going to court can be very high.

Cultural issues

Cultural differences can make it difficult for individuals to engage with the legal system. This might be because they are new migrants, refugees and asylum seekers or First Nations Australians. Cultural problems can arise from a:

- lack of understanding of English
- lack of knowledge of the legal system and their rights
- mistrust of the legal system
- failure of the legal system to recognise and cater for cultural differences.

15.7 SKILL ACTIVITY: Questioning and researching, Communicating

Did you know that First Nations Australians are over-represented in the criminal justice system?

First Nations Australians statistics:

- 2% of the population (over 18)
- 27% of the prisoner population (over 18)
- Teenagers are 27% more likely to be sent to prisons
- Represent 6% of the population aged between 10 and 17
- Represent 50% of the population in youth detention centres aged between 10 and 17
- Women are thirty times more likely to be sent to prison.

In 2002 the Koori Court was introduced to provide culturally appropriate justice for First Nations Australians. The program has continued to grow and expand since that time.

Task:

1. **Investigate** why First Nation Australians are over-represented in the criminal justice system. Consider some of the following:
   - Unemployment
   - Education
   - Welfare dependency
   - Social factors including drugs, mental health issues, environment
   - Other factors
2. **Investigate** the Koori Court.
   a. Why was the Koori Court introduced?
   b. Who can go to the Koori Court?
   c. How is it different to other courts?
   d. What impact has this court had on offenders?
   e. Why has this court been so successful?
3. **Create** a presentation that explains:
   a. Why First Nations Australians are disadvantaged in the criminal justice system.
   b. How the Koori Court has attempted to address these issues.
   c. Finish your presentation with a comment that reflects your opinion of the Koori Court and what else you think might be done to ensure justice is served.

15.7 Exercise

learnon

15.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 6, 7	2, 3, 4, 10	5, 8, 9

These questions are even better in jacPLUS!

- Receive immediate feedback
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Check your understanding

1. Complete the following to describe the factors that can undermine the principles of justice.
   a. _____ is when someone tries to offer an item of value to a judicial officer or any other public official in the expectation that the person receiving the bribe will act in the briber's interests.
   b. _____ is when outlets such as the television and newspapers spread information about a case that may create an opinion about a defendant's guilt or innocence before the trial has concluded.
   c. _____ mean that a trial doesn't take place soon after the crime is committed. These can be due to things like lack of preparation or representation or a busy case load.
   d. _____ is when someone tries to threaten or intimidate another person into providing false testimony, avoiding court or withholding the truth.
2. What action can judges sometimes take to avoid trial by media?
   A. Enforcing contempt of court laws
   B. Opening up the court to all media
   C. Using interpreters
   D. Ignoring the media coverage
3. Who might be disadvantaged by delays in court proceedings?
   A. The accused
   B. A witness
   C. Victims
   D. All of the above
4. **Outline** one example of the way in which bribery can undermine the legal system.
5. **Explain** how the legal system attempted to deal with the possibility of coercion of witnesses.

Apply your understanding

Analysis, evaluation and interpretation

6. What do you believe would be the most appropriate strategy to prevent possible bribery or coercion of witnesses?
7. Choose one of the case studies in this lesson and write a letter to an editor of a newspaper expressing your opinion on the issue in the case study. Clearly **identify** the issue and **explain** its key features. **Outline** what you think should be done to solve the problem.
8. Several years ago, a judge dismissed a jury part-way through a criminal trial and ordered a fresh trial, because one of the jurors had attempted an internet search of newspaper articles relating to the crime. What problem with the system was the judge attempting to overcome?

Communicating

9. 'Justice delayed is justice denied.' **Interpret** the meaning of this statement.
10. Copy and complete the following table to predict some of the likely outcomes of the situations shown. **Propose** what should happen. (The first situation has been completed for you.)

Situation	Likely outcomes	What should happen
Vince tells a witness in a murder trial that $100 000 will be transferred to her bank account if she changes what she will say when she is questioned in court.	• If the witness accepts the bribe, the truth may never be heard. • If the witness accepts the bribe and the bribe is discovered, she could be charged with accepting the bribe as well as lying in court (perjury). • If the bribe is discovered, Vince could be charged with bribing a witness or influencing a witness.	• The witness should not accept the bribe. • Vince should not make the offer to pay the witness.
Eve offers a judge $250 000 to reduce the sentence for her boyfriend, who has been found guilty of manslaughter.		
Sevilla tells a witness in a court case that her cousin will kill her if she turns up at the trial.		
Michael is a journalist who writes a story proclaiming that Kirby is guilty the day after she has been arrested and charged by the police.		
Chan is representing Hugh in his court case and decides to delay proceedings to the extent possible.		

LESSON
15.8 What is the role of the police?

First Nations Australian readers are advised that this topic may contain photos of or references to people who have died.

LEARNING INTENTION

By the end of this lesson you should be able to explain the role of police, both state and federal, and make links between the role of police in enabling access and equality of treatment under the rule of law.

TUNE IN

Did you know that we have both a federal and a state police force? It is all linked to the division of power under the Australian Constitution.

FIGURE 1 Both state and federal police help control law and order.

1. Why do you think we need both federal and state police?
2. Rule up two columns: one for state police and one for federal police. Brainstorm a list of roles for each police force.

State police	Federal police

3. In what ways are state and federal police similar and how do they differ?

15.8.1 The role of police

The role of the police is to both serve and protect the community. This is achieved by upholding the law so that individuals feel safe and public order and peace is preserved. In performing this role, the police will investigate crime, protect the public, detect and apprehend offenders, as well as help community members who are victims of crime, or in times of an emergency and ensure safety at public events.

FIGURE 2 People come into contact with the police when they are enforcing the law. Do you think this woman is a victim, witness or suspect?

Police provide the community with access to the law. People are able to contact the police to clarify legal issues and to ask for assistance when they need it.

15.8.2 The police, equality, and the rule of law

The rule of law has its origins in the Magna Carta and is one of the cornerstones of a democratic society. It means that no one is above the law — individuals, groups and government are bound by the law and must obey it; regardless of status or position. The rule of law, therefore, places limits on the power of government and protects citizens.

The rule of law in action

Police investigations following the release of images on social media have led to parliamentarians being issued with fines for not obeying the law, as shown in **FIGURES 3** and **4**. The amount of the fines issued were the same as those that apply to the rest of the community.

FIGURE 3 In 2017, Australian Prime Minister Malcolm Turnbull was fined $250 for failure to wear a lifejacket. Mr Turnbull was moving a dinghy 20 m in waters near his home. Under New South Wales maritime law, a lifejacket must always be worn when manoeuvring this type of vessel.

FIGURE 4 Breaches of the COVID-19 mandate requiring the wearing of face masks have led to parliamentarians being issued with fines. In 2021, Victorian Premier Daniel Andrews (on left) was fined $400 for not wearing a mask on consecutive days as he walked through a public car park. In 2022, the leader of the Victorian Opposition leader Matthew Guy and five other coalition MPs were each fined $100 for failure to wear a mask inside parliament house.

15.8.3 Different jurisdictions and working cooperatively

Each state and territory has its own police force to enforce laws within its borders. These laws are different from state to state, as we have seen through the COVID-19 pandemic with border restrictions, lockdowns and mask rules. The Commonwealth government also has a police force to deal with breaches of Federal law; this is the Australian Federal Police.

Remember, under the Australian Constitution power is divided between the states and the Commonwealth. The states are responsible for laws that have an impact on the people within their state and where uniformity is not essential, whereas the Commonwealth is responsible for laws that need to be uniform across the country, such as immigrations and customs, see **FIGURES 5** and **6**.

Although federal and state police forces are independent of each other, there are occasions when they work cooperatively to ensure public health and safety, see **FIGURE 7**.

FIGURE 5 The state police enforce road laws such as speed limits because this area of law-making belongs to the state government.

FIGURE 6 The Australian Federal Police enforce the laws relating to Australia's external borders. It is important for the same laws relating to immigration and customs apply across the country.

FIGURE 7 In 2017 following a joint investigation by Victoria police, the Australian Federal Police, and other federal agencies, five people were arrested and 300 kilograms of pure pseudoephedrine, which is used in the manufacture of ice, was seized. It is estimated that the street value of the drugs seized was more than $200 million.

15.8 SKILL ACTIVITY: Questioning and researching, Communicating

1. **Investigate** the role of either the police in your state or territory or the Australian Federal Police in more detail.
   a. Which police force have you chosen?
   b. What areas of criminal law are dealt with by this police force?
   c. What rules do the police need to follow when enforcing the law? Consider the following:
      - The need for police
      - The different areas of policing
      - Rights of the accused
      - Ethical standards
      - Complaints against the police
      - A case study of the police at work. You might use one of the examples in this lesson or find a different example in the media.
2. Write a report based on your research that **explains** how the police ensure fairness, equality and access in the way they enforce criminal law. Remember to include your case study in your report.

15.8 Exercise

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15.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3	4, 6, 8, 9	5, 7, 10

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Check your understanding

1. **Identify** which of the following is not a role of the police.
   - A. Maintain public order
   - B. Investigate crime
   - C. Arrest victims
   - D. Gather evidence
2. **Identify** which of the following is not an element of the rule of law.
   - A. The laws apply equally
   - B. Some people can avoid the law because of their status or positions
   - C. Places restrictions on the power of government
   - D. Is a cornerstone of a democratic society
3. Which of the following criminal matters would be dealt with by state police?
   - A. Offences under the Customs Act
   - B. Random drug and alcohol testing
   - C. Taxation fraud
   - D. People entering Australian illegally
4. For each of the following offences, classify them as falling under the jurisdiction of either the state or federal police.
   - a. The residents of a house have complained about the noise from a party at 2 a.m.
   - b. Threats have been intercepted about a proposed terror attack on parliament house in Canberra.
   - c. A house has burnt down in suspicious circumstances.
   - d. Customs officers have found drugs in a package that has arrived from overseas.
   - e. As a result of a serious road accident a passenger in one of the vehicles has been critically injured.

Apply your understanding

Communicating

5. **Explain** why we have both state police and federal police.
6. The police patrol community events to help ensure public safety. **Predict** how a police presence at a public event might promote safety.

Analysis, evaluation and interpretation

7. **Explain** what is meant by 'the rule of law'.
8. **Evaluate** what aspect of our legal system is illustrated by Members of Parliament receiving fines for breaches of mask rules.

Civic participation and decision-making

9. **Discuss** how the police increase access to the law for members of the community.
10. Who is responsible for enforcing laws related to Australia's internal borders, such as border closures? **Justify** your answer.

LESSON
15.9 How do you achieve justice and what is the right to appeal?

First Nations Australian readers are advised that this topic may contain photos of or references to people who have died.

LEARNING INTENTION

By the end of this lesson you should be able to explain the importance of civil remedies and legal appeals in the Australian legal system and the process for appealing court decisions.

TUNE IN

After a car accident the court may order the party at fault to pay the costs of repairing the other party's car and any medical bills related to personal injury.

1. Describe what you can see in **FIGURE 1**.
2. Who do you think is at fault in this accident? Justify your opinion.
3. Assume this case proceeded to court and a ruling was made. Brainstorm a list of ideas about what either party might do if they were not happy with the outcome.

FIGURE 1 A car accident

15.9.1 What happens at the end of a court case?

At the end of a criminal case, if the accused is found guilty, he will be given a sanction. In a civil case, if the court agrees that the rights of the plaintiff have been infringed, they may be awarded a civil remedy. This means the defendant will have to do something to correct the infringement.

Common sanctions include imprisonment, fines and loss of licence. In a civil case the defendant may have to pay damages. This is a sum of money paid by the defendant to the plaintiff to correct the wrong.

In 2021, Nyamal man, Terence Flowers won a defamation case against the Channel Seven Network.

FIGURE 2 First Nations Australian Terence Flowers was incorrectly named in a series of news reports by the Seven Network.

During its coverage of the abduction of Cleo Smith, Mr Flowers had been wrongly identified by the network as her abductor. He filed a claim for the emotional distress, threats and abuse he had endured because of these reports. Mr Flowers uses his mother's maiden name on social media and the Seven Network had mistaken him for Terence Kelly who was subsequently charged with Cleo's abduction.

Mr Flowers filed his defamation lawsuit in the Western Australian Supreme Court; however, following a public apology by Channel Seven the case was settled out of court for an undisclosed amount of damages.

15.9.2 The principle of the appeals process

Any person involved in a court case who is not happy with the outcome of that case has the right to **appeal** the decision. This means they can ask a higher court to review it. However, there are some restrictions on who can appeal and under what conditions a person can appeal.

The appeal process promotes a fair society and protects us all from unjust decisions. If citizens did not have the right of appeal, there could be an increase in cases involving injustice. Parties not satisfied with the outcome of their case would have no opportunity to ask a higher authority to review a decision made by a lower court. The appeal process is therefore important for correcting any mistakes made by lower courts. This supports a democratic and just society.

appeal the request to a higher court to review a decision made by a lower court

15.9.3 What is the right of appeal?

No legal system is perfect. When a case is heard for the first time, it is possible that a mistake can be made by the magistrate, judge or jury. As a result, the law often allows people to contest a court decision. This is known as the right of appeal. Our court hierarchy allows the decision of a lower court to be reviewed on appeal by a higher court.

All the courts have the ability to hear cases for the first time. This is called original jurisdiction. Some courts have the power to hear appeals from cases that were first held in lower courts. They might completely rehear a case or examine points of law. These courts are known as appeal courts. They have appellate jurisdiction.

FIGURE 3 First Nations Australian Gene Gibson has had his 2014 conviction for the murder of Josh Warneke quashed by the Western Australian Court of Appeal. Mr Gibson, a man with a cognitive impairment, plead guilty to the manslaughter of Josh Warneke after the charge was downgraded from murder. The Court heard that Mr Gibson did not understand court processes and had limited understanding of the English language and speaks Pintupi, a First Nations Australian dialect. His own lawyer had encouraged the guilty plea and while an interpreter was provided, he could not comprehend any of the instructions.

An appeal court has the power to decide if the court hearing the case for the first time was correct or mistaken in its decision. The appeal court may agree with the result of the lower court's ruling. If it finds that the lower court's decision was mistaken, it will usually overturn the decision and replace it with its own.

There are several reasons why a party may appeal. These include:

- dissatisfaction with the decision of a court on the grounds of a question of fact
- disagreement with the court on a point of law
- contention over whether the remedy imposed by the lower court reflects the nature of the evidence presented at the trial.

15.9.4 Who can appeal?

The person appealing to the court is known as the **appellant** and the person defending the appeal is referred to as the **respondent**. Who can appeal depends on whether a case involves criminal or civil law.

In a civil case, any party can appeal a decision. Some appeals can only be heard if the court gives permission to the person wanting to appeal. This is called **leave to appeal**.

In a criminal case, only the people who are directly involved in the case can appeal — the accused and the prosecution. Leave to appeal must be granted by the appeals court. Members of the community do not have the right of appeal (this includes victims). Note that:

- the prosecution can only appeal against a sentence; it cannot appeal against a verdict of not guilty
- the accused can appeal against a guilty verdict and a sentence, or apply for leave to appeal against a sentence.

appellant the person appealing a court decision

respondent the person defending an appeal

leave to appeal permission from the court to appeal a decision

15.9.5 How do appeals work?

The court hierarchies in each state and territory deal with appeals differently. Consider Queensland:

- Appeals from the Magistrates Court are heard by the District Court.
- The Court of Appeal hears appeals from cases that originally appeared in either the District or Supreme Court.

Contrast this with the situation in Victoria:

- In criminal matters, the County Court hears most appeals from the Magistrates' Court. The Court of Appeal, a division of Victoria's Supreme Court, hears and determines appeals from the County Court and the trial division of the Supreme Court.
- In civil matters, there is no right of appeal from the Magistrates' Court to the County Court. Instead, an appeal from the Magistrates' Court proceeds directly to a single judge of the Supreme Court. Appeals from the County and Supreme Courts are referred to the Court of Appeal.

FIGURE 4 The High Court is the final court of appeal in Australia.

Appeals from the highest appeal court in each state and territory are heard by the High Court. There is no right of appeal to the High Court. Usually the applicant must obtain special leave from the High Court in order to have the case heard. The High Court normally agrees to hear only a small proportion of the appeals brought to it. It is the final court of appeal.

FIGURE 5 Appeals can be heard before a single judge or a group of judges (usually two to five), depending on the court and the type of matter being heard.

15.9.6 The appeals process

An appeal will usually only hear legal argument about a specific point, and the court will only consider the evidence that was given at the original trial or sentence. If an appeal against a verdict is successful, the court will either find the appellant not guilty or will order a new trial with a different judge and jury. If an appeal against a sentence is successful, it may be reduced or changed to a different type of sentence.

15.9.7 Why do we have the right to appeal?

The appeal process promotes a fair society and protects us all from unjust decisions. If citizens did not have the right of appeal, there could be an increase in cases involving injustice. Parties not satisfied with the outcome of their case would have no opportunity to ask a higher authority to review a decision made by a lower court. The appeal process is therefore important for correcting any mistakes made by lower courts. This supports a democratic and just society.

FIGURE 6 A person who is considering an appeal should speak to a lawyer before proceeding.

15.9 SKILL ACTIVITY: Questioning and researching, Communicating

Find the website for the Court of Appeal in your state or territory.

1. **Research** the process for appealing a court's decision to this court, the grounds for an appeal and the possible outcomes of an appeal. Present your findings in the form of a diagram.
2. Find an example of a case that has been heard on appeal. **Summarise** the case and the result of the appeal.

15.9 Exercise

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15.9 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 6	3, 4, 7, 8	5, 9, 10

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- Receive immediate feedback
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Check your understanding

1. What is the right of appeal?
   - A. The right of a person or party to contest a verdict if they are unhappy with the outcome of the case.
   - B. The right of the court to overrule a person or party who is unhappy with the outcome of a particular case.
   - C. The right of a judge to contest a verdict.
   - D. The right for a lower court to hear an appeal that was first heard in a higher court.
2. **Identify** the reasons a party might appeal a court's decision? **Select** all possible answers.
   - A. They are happy with the outcome of the case.
   - B. They are not happy with the outcome based on the facts or evidence presented.
   - C. They are not happy with the decision based on the point of law.
   - D. They are indifferent to the outcome.
3. **Identify** who can appeal a decision and under what circumstances.
   - A. Any party under any circumstances has the right to appeal a decision.
   - B. In a civil case, any party can appeal a decision. In a criminal case, only the accused or the prosecution can appeal the outcome of the case.
   - C. In a criminal case, any party can appeal a decision. In a civil case, only the accused or the prosecution can appeal the outcome of the case.
   - D. In a criminal case, anyone can appeal a decision.
4. **Identify** the false statement about what happens in an appeal.
   - A. Appeals will only hear legal arguments about specific points in the case.
   - B. Appeals will consider new evidence concerning the case.
   - C. If an appeal against a verdict is successful, the court will either award a not guilty verdict or ask for a new trial with a different judge and jury.
   - D. If an appeal against a sentence is successful, the sentence may be reduced or modified.
5. Which one of the following statements concerning the process for appealing a court's decision is false?
   - A. The individual court hierarchies of each state and territory handle appeals in different ways.
   - B. Some states have specific courts that only hear appeals.
   - C. Appeals generally move from higher courts to lower courts.
   - D. In all states, the highest court of appeal is the High Court.

Apply your understanding

Communicating

6. **Select** two statements that **illustrate** the difference between original and appellate jurisdiction.
   - A. Original jurisdiction is the jurisdiction where the case is first heard. The appellate jurisdiction is the jurisdiction where an appeal is heard.
   - B. Original jurisdiction is the jurisdiction where an appeal is heard. The appellate jurisdiction is the jurisdiction where the case is first heard.
   - C. A Magistrates Court could be the original jurisdiction and the Supreme Court the appellate jurisdiction.
   - D. A Supreme Court could be the original jurisdiction and the Magistrates Court the appellate jurisdiction.

Analysis, evaluation and interpretation

7. Although the High Court is the highest court of appeal in Australia, relatively few appeal cases are heard by this court. **Identify** and **explain** one reason why this is the case.

Civic participation and decision-making

8. Critics of the appeal process say that it allows a guilty person to keep on appealing and avoiding responsibility for their actions. **Discuss**, giving reasons as to why you agree or disagree with this view.
9. Imagine you have been found guilty of a crime that you did not commit. **Explain** what would happen to you if there was no right of appeal.

Communicating

10. 'The right of appeal is an important principle of Australia's justice system.' Do you agree or disagree with this statement? Give reasons for your answer.

LESSON
15.10 INQUIRY: #RaiseTheAge

LEARNING INTENTION

By the end of this lesson you should be able to explain what is meant by the age of criminal responsibility and present arguments for and against raising the age.

Background

In this inquiry you will investigate the minimum age of criminal responsibility in Australia and the campaign to raise this age.

FIGURE 1 The minimum age of criminal responsibility varies around the world.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Look at the title for our inquiry. Go to the **Minimum age of criminal responsibility** weblink in the Resources panel and look at each region to learn the different ages of criminal responsibility around the world.

What do you already know about this topic?

What would you like to know?

Now **select** one of your questions as your inquiry question.

Step 2: Analysis, evaluation and interpretation

Make notes under your inquiry questions, and use the weblinks in the Resources panel to get you started.

Step 3: Civic participation and decision-making

Identify a strategy that an individual could use to influence a change in the law.

Develop a point of view supported by evidence and arguments.

Step 4: Communicating

Select a format to **present** your point of view. For example, this could be a short video, a mock TV interview or a PowerPoint presentation.

Discuss the following:

a. What is meant by the term minimum age of criminal responsibility and what is this age in Australia?
b. How does this age compare with other places in the world?
c. What are the arguments for and against raising the minimum age of criminal responsibility?

Complete your self-assessment using the **Inquiry rubric** or access the 15.10 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39801)

Weblinks
Minimum age of criminal responsibility
Raise the age
Amnesty International: raise the age
Australia moves towards raising age of criminal responsibility
Should the age of criminal responsibility in Australia be raised?
Doctors join call to raise age of criminal responsibility

LESSON
15.11 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

15.11.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

15.2 What are the key features of the Australian court system?

- Courts have both civil and criminal jurisdiction.
- All courts fit within a court hierarchy. The lower courts deal with less serious matters, and intermediate and higher courts have jurisdiction over more serious matters.
- A court hierarchy allows for a person to appeal to a higher court if he or she is unhappy with the ruling in a lower court.

15.3 What are the different courts and their different jurisdictions?

- The Supreme Court has both general/original and appellate jurisdiction.
- Magistrates Courts are located in metropolitan areas and in regional cities and towns; they hear around 90 per cent of all cases.
- In addition to hearing less serious cases, Magistrates Courts conduct committal hearings on more serious criminal matters to test whether the prosecution has a strong case against the accused.
- Magistrates Courts make decisions in relation to the granting of bail to those accused of crimes.
- The Family Court of Australia has jurisdiction over all matters relating to divorce and relationship breakdown.

15.4 Are there alternative ways to resolve disputes?

- Disputes relating to consumer law can be heard by the state's Office of Fair Trading or Consumer Affairs, which will usually attempt to resolve the matter through mediation before conducting a formal hearing.
- Each state and territory has its own anti-discrimination agency. At the federal level, this body is the Australian Human Rights Commission. The Commission attempts to use a process of conciliation to resolve these disputes.
- Government environmental agencies have the power to order individuals or organisations to stop polluting and to clean up, but can also initiate civil or criminal proceedings if the polluter does not comply with the orders.

15.5 How do courts make laws through judgements?

- Judges will follow precedents set in previous cases, particularly those precedents set in a higher court.
- When there is no relevant legislation and no existing precedent, judges can make new law when they decide a case brought before them.
- Once new common law has been developed within a court hierarchy, judges in future cases will tend to follow the precedent that has been set.

15.6 What is a fair trial?

- A fair trial occurs when evidence is examined at a committal hearing before proceeding to a trial, when both sides present their case, when the judge is independent, and when strict procedures and rules of evidence are followed.
- Ordinary citizens can play a part in a fair trial in their roles as witnesses (providing evidence to the court) and jurors (making decisions about the guilt of the accused based on the law and the evidence presented to the court).

- An accused person is presumed innocent until proven guilty in a court of law. This is safeguarded through the right to silence and open and public hearings.
- Victims have rights during a criminal proceeding, such as the right to give evidence as a vulnerable witness.

15.7 What are the barriers to fairness, equality and access to justice?

- Several factors can undermine the principles of justice, such as bribery, coercion of witnesses, trial by media, court delays, and financial and cultural constraints.
- Interfering with the operation of the justice system by bribing witnesses, coercing witnesses or publishing information that might interfere with due process is a criminal offence.
- Some groups in the community suffer from cultural disadvantage, this includes First Nations Australians and migrants.
- Very few people qualify for government funded legal assistance in court; this makes it difficult for people to enforce their rights and could result in debt or a miscarriage of justice.

15.8 What is the role of the police?

- The role of the police is to serve and protect the community by upholding the law. They make the community feel safe and maintain peace and order.
- The rule of law ensures that people are treated equally regardless of status or their position in society. It is a very old principle dating back to the Magna Carta.
- Due to the division of power under the Constitution we have state police and federal police. Each is independent of the other; however, when the need arises, they can work cooperatively.

15.9 How do you achieve justice and what is the right of appeal?

- A party may appeal a court's decision when they are dissatisfied with the decision on the grounds of a question of fact, or if they disagree with the court on a point of law.
- Appeals can only be heard if the court gives permission to the person wanting to appeal.
- The right to appeal is a key element in the Australian justice system. It ensures that people who have wrongly been convicted can have the decision overturned.

15.10 INQUIRY: #RaiseTheAge

- The age of criminal responsibility varies around the world and campaigns aim to raise the minimum age.

15.11.2 Key terms

accused the person charged with or on trial for a crime

adversarial system a system of trial in which the two sides argue their case and the judge or magistrate acts as an independent umpire

appellate jurisdiction the power of a court to review a lower court's decision

arbitration the process of resolving a dispute by an independent third party, such as a court or tribunal, where the decision is legally binding on the parties

appeal the request to a higher court to review a decision made by a lower court

appellant the person appealing a court decision

bail an agreement to release an accused person into the community while awaiting trial

bribery the act of giving money, a gift or any other item of value to a recipient in the expectation that it will alter the recipient's behaviour

common law judge-made law, or law developed by judges through the decisions in actual cases brought before the courts

complainant a person lodging a complaint about another person or organisation

conciliation a process of settling disputes in which a neutral third party (a conciliator) assists the parties to reach agreement. Conciliators can offer suggestions and alternative solutions to assist the parties in reaching an agreement.

consent order a written agreement reached by the parties to a dispute and approved by the court

complaints body a formal body where people can lodge complaints and seek advice about their rights and the process they should undertake to resolve their dispute. In some instances, the body provides a no cost conciliation service. Examples of complaints bodies include the Equal Opportunity Commissioner, Ombudsman, and Consumer Protection Agencies (which differ from state to state).

coercion the practice of forcing someone to act in an involuntary manner by using intimidation or threats, or some other form of pressure

court delay a setback in the legal system that prevents justice from occurring in a timely fashion

defendant a person against whom a legal action has been brought

duty of care a responsibility to ensure the safety of any persons whom we can reasonably foresee might be affected by our actions

either way offences offences for which a magistrate can decide whether they hear the case, or send it to a higher court

indictable offences offences that are generally more serious in nature, which are heard initially by a magistrate but then passed on to a higher court

indictable offences triable summarily offences for which a magistrate can decide whether they hear the case, or send it to a higher court

industrial relations refers to the laws and processes that govern the relationships between employers and employees

judge a court official who presides over cases in courts higher than a Magistrates Court or Local Court

jurisdiction the power or authority of a court to hear specific types of disputes and cases

jury in criminal cases, the 12 people who are randomly selected to decide the guilt or innocence of an accused based on the evidence presented in court

leave to appeal permission from the court to appeal a decision

magistrate a court official who hears cases in the lowest court in the legal system

manslaughter the accidental or unintentional killing of one person by another person

mediation a process of settling disputes in which a neutral third party (a mediator) assists the parties to reach agreement. Mediators do not offer solutions; they help the parties to reach agreement through their own suggestions.

obiter dictum*/*obiter dicta a Latin term that means 'things said by the way'; the plural form is *obiter dicta*

original jurisdiction the power of a court to hear and decide a case for the first time

perverting the course of justice any act that is aimed at preventing justice being served on an individual such as lying to police

plaintiff a person who commences a legal action in a civil case

precedent a legal principle that is established by a court in resolving a dispute and is expected to be followed in later cases

prosecute to take legal action against a person accused of a crime

ratio decidendi a Latin term meaning 'the reason for the decision'

respondent the person defending an appeal

remanded in custody to be held by the authorities until a case is heard in court

remedial action action taken to restore a site to its previous or natural condition, or to an equivalent condition

surety when bail is granted, a sum of money deposited with a court as a guarantee that an accused will abide by the conditions of bail and will appear in court when required to do so

summary offences simple or less serious offences that are heard by a magistrate

trial by media creating widespread opinion regarding a person's guilt or innocence before a trial has occurred or before a verdict has been delivered

unconscionable conduct that is considered so harsh or unreasonable that it is considered 'not in good conscience'. Such conduct may involve taking advantage of someone, who is at a disadvantage.

15.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

Does the Australian legal system deliver justice?

What are the influences in the operation of the Australian legal system that work in support of the achievement of justice for citizens?

1. Now that you have completed this topic, what is your view on the questions? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry questions, outlining your views.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10671)
Reflection (ewbk-10672)
Crossword (ewbk-10673)

Interactivity Australia's justice system and the courts crossword (int-8246)

15.11 Review exercise

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Multiple choice

1. What is a person defending an appeal known as?
   - **A.** The defendant
   - **B.** The appellant
   - **C.** The plaintiff
   - **D.** The respondent
2. A committal hearing is a useful procedure in a criminal case because
   - **A.** it allows the accused to be remanded in custody.
   - **B.** it provides the accused with details of the prosecution case.
   - **C.** it is cheaper than hearing the case in the Supreme Court.
   - **D.** it provides useful information for the jury in the lower court.
3. Mediation is different from conciliation because
   - **A.** a conciliator can suggest solutions to the parties.
   - **B.** a mediator can suggest solutions to the parties.
   - **C.** a conciliator can provide arbitration for the dispute.
   - **D.** a mediator can provide arbitration for the dispute.
4. Identify which of the following would not be considered a vulnerable witness.
   - **A.** A victim who is aged under the age of 18.
   - **B.** A victim who has a cognitive impairment.
   - **C.** A person who has committed a criminal offence.
   - **D.** The victim of a violent crime.
5. The *ratio decidendi* is important in the decision made by a judge because
   - **A.** it sums up the facts of the case.
   - **B.** it will be based on the *obiter dicta* of a different case.
   - **C.** it represents the laws made by parliament on the issue.
   - **D.** it provides the legal rule that becomes a precedent in future cases.
6. _____ is the practice of forcing someone to act in an involuntary manner by using intimidation or threats, or some other form of pressure.
   - **A.** Coercion
   - **B.** Fraud
   - **C.** Bribery
   - **D.** Contempt

7. The court hierarchy makes the court system more efficient because
   - **A.** it allows for criminal cases only to be heard in lower and intermediate courts.
   - **B.** it allows for more cases to be heard in higher courts.
   - **C.** it allows for civil and criminal matters to be heard in different courts in the hierarchy.
   - **D.** it allows for less serious matters to be heard in lower courts.
8. Law reports are important for lawyers and judges because
   - **A.** they provide details of laws passed by parliament that are relevant to cases before the courts.
   - **B.** they provide details of the precedents handed down by parliament.
   - **C.** they contain details of the decisions made in previous cases.
   - **D.** they allow judges to follow decisions made in lower courts.
9. The doctrine of precedent means that judges
   - **A.** overrule laws made by parliament.
   - **B.** apply existing legal principles in deciding similar cases.
   - **C.** can never have their rulings overturned.
   - **D.** are bound by the decisions of lower courts.
10. Define the term 'jurisdiction'.
    - **A.** The power of a court to hear appeals
    - **B.** Another name for a person who sits on a jury
    - **C.** The power or authority of a court to hear specific types of disputes and cases
    - **D.** Another name for the judge

Short answer

Analysis, evaluation and interpretation

11. Imagine your friend is charged with a crime and awaiting trial. They tell you that they intend to call one of your other friends who is likely to be called as a witness, to ask them not to say anything. Should your friend do this? **Explain** why/why not.
12. Imagine you are a member of a jury. The accused has been charged with armed robbery. **Identify** which court you would be in and how many people in total would be on the jury.

Communicating

13. **Explain** the term 'trial by media' and give one hypothetical (made up) example of when this could prevent justice from being achieved.
14. **Outline** two reasons Australia needs both state and federal courts. Make up an example of a case that demonstrates each reason.
15. **Discuss** why the rule of law is considered an important part of the Australian justice system.

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16 Global citizenship

LESSON SEQUENCE

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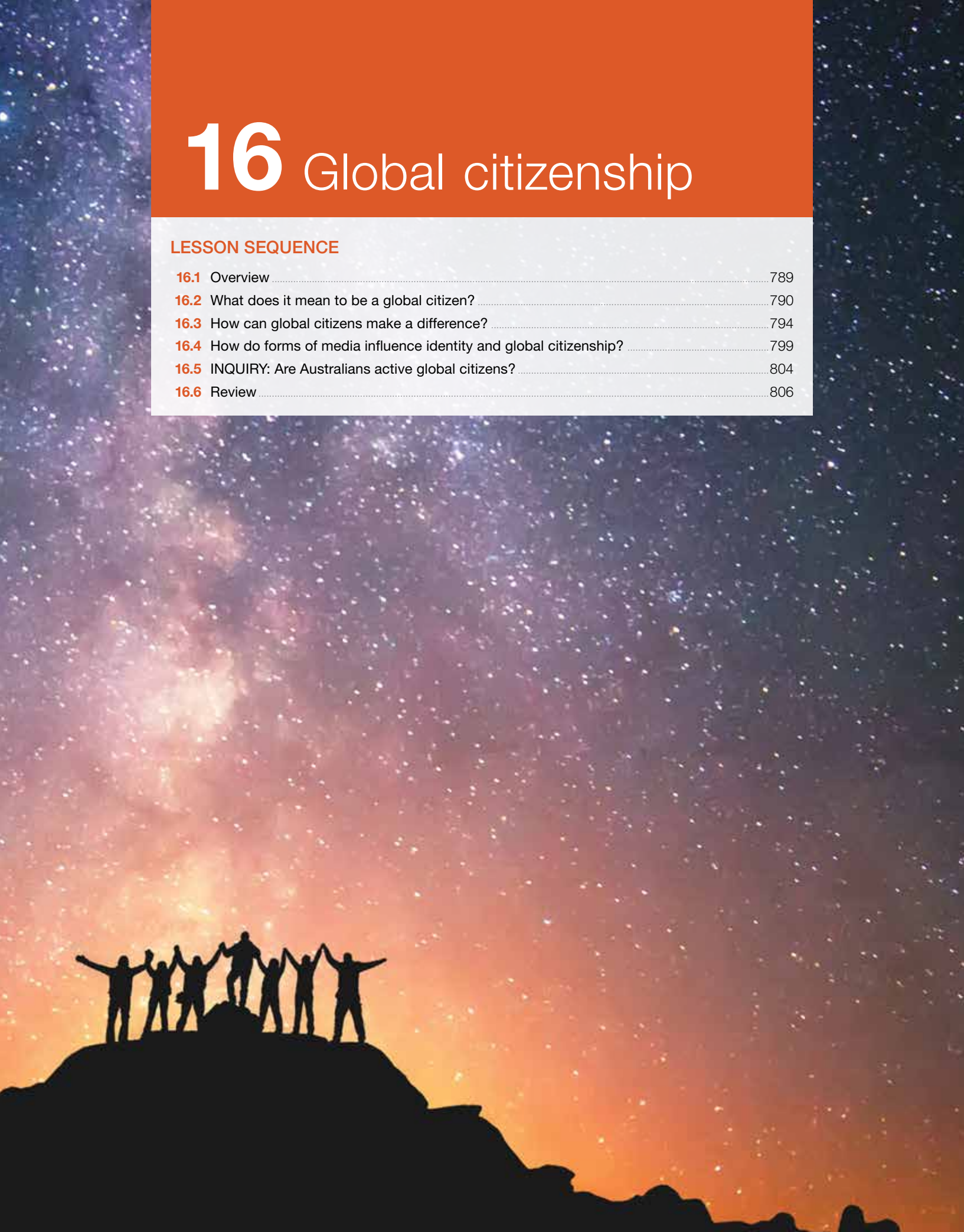

LESSON
16.1 Overview

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What does it mean to be a member of the global community?

16.1.1 Introduction

***'The world doesn't care about what you know, the world only cares about what you do with what you know.'* — Dr Tony Wagner**

Read this quote and then read it again. This quote from world renowned educational expert, Dr Tony Wagner, forms the basis of this topic. Most of you will spend at least 13 years in a formal school environment absorbing knowledge and learning skills. You will learn how to calculate the area of an irregularly shaped triangle and you will learn how to construct a well-balanced argumentative essay; you will learn how to correctly follow a recipe and you will learn the differences between cell walls and cell membranes.

But, it is incredibly important for you to use what you have learned and do what you can to make a positive impact on the world. This will look different for each individual.

FIGURE 1 When individuals come together, they have the power to make a positive impact.

To be an active member of a global community, you should find a way to use your own unique set of skills and knowledge to make a difference. In this topic, you will investigate what it means to be an active member of the global community. The issue of climate change activism will be used as a thematic case study of this topic. By focusing on this one issue, you will be able to closely investigate what it means to be an active citizen in the globalised world.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10676)

Video eLesson Australia's role in a global community (eles-2365)

LESSON
16.2 What does it mean to be a global citizen?

LEARNING INTENTION

By the end of this lesson you should understand the process of globalisation and what it means to be a global citizen.

TUNE IN

Rapid advancements in transport and information communication technology has made it easier for products, information and people to travel around the world.

Think about the last product you bought online. Maybe it was an item of clothing or a piece of technology.

FIGURE 1 Autonomous robots are now successfully making deliveries in different parts of the world.

1. In what country was the product made?
2. In which countries did the components come from?
3. How long from the time of purchase did it take for the product to get to you?

16.2.1 Globalisation

The process of globalisation has arguably been the most dominant process in contemporary global history. Globalisation has shaped, and continues to shape, the modern world, influencing how we learn, work, look, travel and communicate.

From a cultural perspective, globalisation refers to the increased interconnectedness of the global community. Rapid advancements in transport and information communication technology have made it easier for products, information and people to travel around the world. Globalisation allows you to lay in bed scrolling through your social media accounts, find a new t-shirt you like, purchase that t-shirt using your phone and then receive that t-shirt (which was made in Brazil, designed in America and printed in China) delivered to your front door within three days! Globalisation has also turned global issues into issues felt on national and local scales.

FIGURE 2 Volunteers helping in the aftermath of the Beirut explosion

In 2020, a massive explosion occurred at the Port of Beirut, in the capital city of Lebanon. Caused by explosives stored improperly in a warehouse, the event killed at least 218 people, injured thousands more and left approximately 300 000 people temporarily homeless. Shortly after news of the explosion broke, hundreds of people began uploading videos of the explosion and its impacts in real time through social media accounts.

Through these platforms, what began as a local and national issue soon took on global significance. Many countries quickly offered financial and logistical support and expressed solidarity through symbolic methods such as flying flags at half-mast and dimming lights on famous landmarks. This is just one example of how quickly the scale of an issue can change due to the influence of globalisation.

16.2.2 What are global issues and why should we care?

In an interconnected world, one could argue that all issues are global issues. While this statement oversimplifies the concept of global issues, it does hold some degree of truth. A **global issue** is one that has impacts across the world and on a variety of different scales. Global issues can impact the economy, the environment or social and political systems. We need to care about global issues because even something that doesn't appear to impact our lives in Australia can often do just that. For example, Australia imports almost all of the petrol that we use. If a conflict occurs in the Middle East — one of the world's key oil producing regions — then the consequences of this conflict will be seen at petrol stations around Australia with prices rapidly increasing. The same situation would occur if a natural disaster hit the citrus orchards of California, which provide Australia with the majority of its oranges. The massive disruption caused by COVID-19 to global product supply chains is one further example of how global issues can be felt on a local or even individual scale. Often the solutions to global issues need to be met with coordinated action on global, national and local levels. It is here that our key focus of **climate change** can be used as an ideal example.

FIGURE 3 Extreme weather events, such as bushfires, have increased in frequency around the world because of climate change.

Climate change is a truly global issue and one which requires immediate action from all the world's governments. We can see the impacts of climate change across the globe — from shrinking ice-caps in the Arctic Circle, to the increased frequency and severity of floods and bushfires in our own backyard. So the question then becomes, which impacts do we, as Australians, focus on more — the global impacts of climate change or the local impacts? The answer to this question can be found when we consider the characteristics of a global citizen.

16.2.3 Characteristics of a global citizen

Broadly speaking, global citizenship is the idea that we have responsibilities to more than just our countries of origin. As global citizens, we need to see the world without political borders and understand that as humans, we all share the same rights and the same hopes. According to Oxfam International,

> '*A global citizen is someone who is aware of and understands the wider world – and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer*'.

This Oxfam definition goes further, stating that by being active global citizens, young people should:

- Build their own understanding of world events.
- Think about their values and what's important to them.
- Take learning into the real world.
- Challenge ignorance and intolerance.
- Get involved in their local, national and global communities.
- Develop an argument and voice their opinions.
- See that they have power to act and influence the world around them.

You can evaluate your own level of global citizenship by using the points above as a checklist. Are you already a global citizen? And if not, what do you need to do to become an active member of the global community? We can also use the Oxfam definition and checklist to answer our initial question about climate change — as

global issue an issue that has impacts across the world and on a variety of different scales

climate change long-term changes in the previously observed climate and weather patterns

Australians, should we care more about the global, national or local impacts of climate change? While you may have your own opinion, the answer is that we need to give all the impacts of climate change equal attention. However, as you will learn later in this topic, the answers to global problems often begin with local solutions.

Resources

Weblink The impact of COVID-19 on global supply chains

16.2 SKILL ACTIVITY: Civic participation and decision-making

Oxfam has decided their definition of a global citizen needs to be updated and your class has been chosen for this task! You will need to work collaboratively to **create** the definition and a list of responsibilities which every global citizen should uphold.

You want to work in groups first and then reconvene as a class to **discuss** your ideas. You may also want to **select** a leadership panel to help you decide on a final outcome.

16.2 Exercise

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16.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 3, 6	1, 4, 7	5, 8

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Check your understanding

1. Globalisation refers to the increased _____ of the global community.
   - **A.** size
   - **B.** wealth
   - **C.** interconnectedness
   - **D.** diversity
2. Online international shopping is an example of globalisation. True or false?
3. Which of the following is the best definition of a 'global issue'?
   - **A.** An issue that has impacts across the world and on a variety of different scales.
   - **B.** An issue that is caused by everyone in the world.
   - **C.** An issue that impacts everyone in the world in the same way.
   - **D.** An issue that impacts everyone in the world at the same time.
4. How can global issues be solved?
   - **A.** By action on a global scale.
   - **B.** By action on global and national scales.
   - **C.** By action on global, national and local scales.
   - **D.** They can't be solved.

Apply your understanding

Analysis, evaluation and interpretation

5. **Identify** three characteristics of globalisation.
6. All issues are global issues. **Discuss** to what extent do you agree with this statement.
7. **Decide** if you see yourself as a global citizen. If you do, provide examples of when you have acted as a global citizen. If you do not, provide examples of how you *could* act as a global citizen.
8. Do you believe Australians should care more about national issues or global issues? **Justify** your response.

LESSON
16.3 How can global citizens make a difference?

LEARNING INTENTION

By the end of this lesson you should understand how individuals and communities can contribute to civic life in a globalised world.

TUNE IN

Activism has the power to achieve change. The topics and issues that inspire people to take action are very varied such as climate change, animal rights, women's rights etc.

FIGURE 1 What would your placard say?

1. What aspects of your life are most important to you?
2. What are some of the issues that you would actively protest?
3. What would the blank space on this placard say?

16.3.1 Why making a difference matters

A cohesive society requires citizens to embody a country's values and fulfil their responsibilities as active members of that society. As well as fulfilling their official responsibilities, members of a community can also foster social cohesion by being active participants in civic life. A community can only function effectively when its members are all working towards making that community function effectively. Such participation can be simple and involve seemingly inconsequential activities, such as being courteous and polite members of society. Stopping in the street to help someone who has dropped a bag, or pulling over to help someone fix a flat tire, are both examples of positively contributing to civic life, albeit on an individual scale. In contrast, tackling the varied and serious implications of climate change can, at times, seem like an impossible task. In this lesson you will investigate the active global citizens, social movements and independent organisations which are making positive contributions to solving the problems presented by climate change.

16.3.2 Social movements

Collective activism from social movements has led to some significant moments in Australian history. Social movements were behind the Eureka Stockade, they helped save the Franklin River in Tasmania, they gave voice to the anti-Vietnam War protests, led to First Nations Australian land rights and brought about marriage equality. A social movement is an organised effort of a group of people to achieve a particular goal. Usually this goal is centred around social justice, politics or environmentalism. Social movements can be incredibly powerful as they make individuals feel more capable of creating meaningful change to civic life. Social movements are particularly active in the area of environmentalism and climate change. One social movement is a group known as Extinction Rebellion.

Extinction Rebellion

Extinction Rebellion (commonly abbreviated to XR) is a global environmental social movement which began in the United Kingdom in 2018. XR believes in using **civil disobedience** to convince governments to act on issues relating to climate change, loss of biodiversity and other social and environmental issues. The ultimate aim of XR is to force governments to immediately declare a climate emergency and take immediate action. XR does not have a formal leadership structure and instead claims to be a 'movement that is participatory, decentralised, and inclusive'. While the goals of XR are admirable, the tactics used by the movement have stirred controversy. XR uses mass demonstrations designed to cause disruptions to normal civic life. For example, in November 2018, five of the major bridges in London were blockaded by XR activists. The group makes no attempt to hide the fact that it wants to shock people and institutions into action. From XR's perspective, the inconveniences caused by their actions are irrelevant when compared to the potential consequences the world is facing.

FIGURE 2 Extinction Rebellion protest

FIGURE 3 Jadav Payeng exemplifies the difference one person can make

16.3.3 Change makers

Those who have worked in the environmental movement have dealt with one phrase more than any other: 'But what difference can I make, I'm just one person'. This is a common response when people are pushed to take action on climate change.

When presented with issues on such a large scale, it is understandable that individuals often feel helpless, overwhelmed and unsure that their actions alone will bring about change. However, it is individual change that is seen as the first step to positive climate action. Indian man, Jadav Payeng, is one famous example of the difference

civil disobedience the refusal to comply with particular laws or instructions, usually in the form of a peaceful protest

one individual can make. Payeng, also known as the 'Forest Man of India', lives in the delicate wetland environment of Majuli. When Payeng noticed widespread ecological damage to this environment, he decided to take action by planting individual trees to replace those lost to erosion and deforestation. Over the next 30 years, Payeng returned to the area each day, planting a new tree each time. The end result of Payeng's efforts were incredible, with his daily planting ritual returning the environment to its former glory. Examples like Yadav Payeng are not uncommon, yet perhaps the best example of an individual change maker in recent years is Swedish climate activist, Greta Thunberg.

The Greta Effect

One day in 2018, a teenage Swedish girl decided to take action. Frustrated with her government's lack of recognition and action on climate change, Greta Thunberg ditched school to begin her 'Kolstrejk för Klimatet' (School Strike for Climate). Every day, Thunberg returned to her spot outside the Swedish parliament with her sign and a stack of flyers which explained her frustration and her demands. Through various social media platforms, Thunberg's protests quickly gained the attention of like-minded young people who began staging their own protests. Soon, more than 20 000 students from across the world had joined the protest movement. Thunberg's profile continued to grow and just a year after she staged her first protest, Thunberg was invited to speak at the UN Climate Action Summit in New York. It was here that Thunberg gave her famous 'How dare you?' address, which started with these words:

FIGURE 4 Greta Thunberg at one of her first protests outside Swedish parliament

> *'This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!'*

Go to the weblink **Greta Thunberg speech** in your Resources panel to watch a video of the full speech. Thunberg's honest and candid manner of expression, her obvious passion and commitment has resonated with youth across the world. She has inspired young people to take action against climate change in what is referred to as 'The Greta Effect'. When criticised by world leaders such as Donald Trump and Vladamir Putin, Thunberg has responded with humour and wit, further endearing her to her supporters. Yet most importantly, Thunberg has shown the youth of the world that one person can truly make a difference to civic life.

FIGURE 5 Thunberg in front of a crowd of approximately 10 000 climate protesters

on Resources

Weblink Greta Thunberg speech

16.3.4 The role of NGOs

Non-government organisations (NGOs) are another important group who work towards goals based on the common good. NGOs are unique and operate differently from other similar groups such as charities or not-for-profit organisations.

Australian NGOs must be accredited by the Department of Foreign Affairs and Trade to receive government grants and support. The majority of Australian NGOs are classified as operational NGOs. This means that they actively plan and implement projects on a local, national or global scale.

FIGURE 6 The Australian Conservation Foundation successfully put an end to commercial whaling in Australia.

The Australian Conservation Foundation (ACF) is an example of an NGO and is one which is heavily involved in promoting action on climate change. The ACF has a long history in Australian environmentalism and has had many successes since its inception in 1965. Among many other achievements, the ACF was responsible for ending commercial whaling in Australia, preventing mining in Antarctica and contributing to the Stop Adani Mine campaign.

The ACF has also been prominent in promoting action on climate change and encouraging people to switch to renewable energy sources. Although the ACF has held several protests and rallies, its methods focus on providing individuals and communities with practical solutions to environmental problems. Although these methods differ significantly from groups like Extinction Rebellion, they still have the same goal — to combat the effects of climate change and help individuals contribute to civic life.

16.3 SKILL ACTIVITY: Questioning and researching

Research an NGO or INGO

For this activity, you will need to use your research skills to **investigate** an NGO or INGO. After you choose your organisation, it is important to set some research questions. Below are some questions which you may want to use:

- What is the mission/goals for your NGO or INGO?
- In what field do they operate (i.e. climate change, medical aid, reducing poverty)?
- What strategies do they use to achieve their mission/goals?
- What challenges do they experience?
- Have they been successful in fulfilling their mission/goals?

16.3 Exercise

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16.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
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Check your understanding

1. Which of the following is the best definition of a social movement?
   - A. An organised effort of a group of people to achieve a particular goal.
   - B. An organised effort by an individual to achieve a particular goal.
   - C. An organised effort by a company to achieve a particular goal.
   - D. An organised effort by a government to achieve a particular goal.
2. **Detail** one example of a social movement.
3. What protest strategy is frequently used by the group Extinction Rebellion?
   - A. Grassroots campaigns
   - B. Door-knocking
   - C. Peaceful protests
   - D. Civil disobedience
4. Why did to Greta Thunberg begin her School Strike for Climate?
   - A. She was frustrated with her parent's attitude to climate change.
   - B. She was frustrated with her school's attitude to climate change.
   - C. She was frustrated with the government's attitude to climate change.
   - D. She was frustrated with her friend's attitude to climate change.
5. Why does an NGO differ from a not-for-profit?
   - A. There is no difference
   - B. An NGO operates on an international scale.
   - C. An NGO is officially recognised by the Australian government.
   - D. An NGO does not receive any external funding.

Apply your understanding

Analysis, evaluation and interpretation

6. Of the protest methods mentioned in this lesson, which do you believe is the most effective in influencing meaningful change? Provide examples to **justify** your response.
7. A friend of yours believes that individual action has no impact on global issues like climate change. **Describe** how would you convince them otherwise.
8. 'NGOs should not exist and their actions should be handled by the government'. Do you agree with this statement? **Explain** your response in detail.

LESSON
16.4 How do forms of media influence identity and global citizenship?

LEARNING INTENTION

By the end of this lesson you should be able to investigate the role the media plays in shaping national identity and shaping global citizenship.

TUNE IN

Consider how you use social media in your life to answer these questions.

FIGURE 1 Social media plays a large role in our society. The presence of these apps and platforms is increasing each year.

1. How many hours a day do you spend on social media?
2. Which social media platforms do you use the most?
3. What uses do you have for social media platforms?
4. What role does social media play in your life? Do you believe it tends to be more positive or negative?

16.4.1 How do we get our information?

The rapid development of technology, especially information communication technology and social media platforms, has also had a significant impact on Australian society. Many of these impacts have been positive and have provided a voice to marginalised groups of society and raised awareness of social, political and environmental issues. However, disinformation also now plagues these same platforms and poses a significant threat to social cohesion.

The way in which people access news and information about current affairs has also changed in recent years. Traditional forms of news such as newspapers, television and radio have been abandoned in favour of social media platforms. According to a University of Canberra study, 45 per cent of respondents stated that a

FIGURE 2 Australians, young and old, are increasingly using social media to access information about the world around them.

mobile phone was their main device for accessing news. This is not simply a phenomenon of youth. Although 54 per cent of Generation Z (people born between 1997–2012) said that social media was their main source of news, the proportion of people aged 75 and over who use social media in the same way also tripled since 2019. This data shows that Australians, young and old, are increasingly using social media to access information about the world around them. As the information shared on these platforms is not always verified and accurate, it is possible for misinformation to influence perceptions of issues, events and cultural groups.

16.4.2 Information or *dis*information

You have probably heard the phrase 'fake news' hundreds of times in your life, especially if you remember the reign of American President Donald Trump. Yet what might surprise you is that the concept of disinformation and 'fake news' has been around since the Ancient Greeks and Romans. Leaders from this time would often ask their artists and bards to represent their triumphs in ways that hid elements of the truth. Throughout history, there have been countless examples of hoaxes, propaganda and deliberate false reporting. So why is disinformation such a problem in our society?

FIGURE 3 Why is disinformation such a problem in our society?

To answer this question, you must first consider how easy it is for information to be shared around the world. Information can be instantly shared via email, instant messaging services and, of course, social media. It is possible for any article, comment or photo to reach millions of people within a matter of minutes. This almost instantaneous transmission of information can be hugely beneficial. For example, Facebook introduced its Safety Check function in 2014 to allow users to mark themselves as safe if impacted by natural disasters or other catastrophes. Most social media platforms also allow users to flag information which they believe is false, misleading, abusive or threatening. This is a useful addition to social media platforms and reflects the increasing public concern about disinformation. The previously mentioned University of Canberra study found that two-thirds of Australians are concerned about false or misleading information online. Respondents were then asked which topics about which they had seen false information. COVID-19 was ranked first on this list, followed by general political information with climate change in third place.

FIGURE 4 Donald Trump disputed the result of the 2020 US presidential election, which lead to X flagging it for being potentially misleading.

When false information is spread in this way it is possible for people to believe concepts, ideas and stereotypes which are simply not true. We saw this occur through the COVID-19 pandemic and we see disinformation regarding climate change spread on social media platforms

as well. The devastating 2019–2020 Australian bushfires can be used as an example of this phenomenon. During this disastrous period, approximately 33.8 million hectares of land was burnt, nearly 6000 buildings were destroyed, at least 34 people died and over $100 billion of damage was caused. The unusual severity of this fire season was caused by a number of factors including the increasing effects of climate change. However, suggestions of **arson** as a major cause of the fires was heavily promoted by social media platforms, particularly X, with the hashtag #arsonemergency. Through a subsequent investigation by Queensland University of Technology social media expert Dr Timothy Graham, of the 1340 tweets using this hashtag, many appeared to be part of a 'disinformation campaign'. Some of these tweets were even retweeted by then-President Donald Trump! The goal of this campaign was to make arsonists appear to be the main cause of the fires instead of scientific factors such as climate change.

The way to combat disinformation is to encourage people to access information from a wide variety of verified sources. You will learn more about this strategy in the Skill activity for this lesson.

16.4.3 How can digital technologies connect global citizens?

Digital technologies, especially those which facilitate communication, are essential tools in the globalised world. The ease at which we can communicate with people on the other side of the world is truly remarkable and is something which you probably take for granted. Your generation has never known a world without the Internet or without mobile phones. As such, it might be difficult for you to imagine the impact which these technologies have had on the world.

FIGURE 5 WhatsApp has become one of the world's leading instant messaging platforms.

Before email became one of the world's most popular methods of communication, people had to rely on posting letters or using telegrams to send written text. A letter would usually take between one to two weeks to reach its recipient if sent overseas. When compared to the almost instantaneous speed of emails, you can clearly see how these two methods differ. As popular as emails have become, they have been easily surpassed by SMS and instant messaging platforms. It is estimated that the WhatsApp platform alone delivers 100 billion messages per day!

Emails and instant messaging services are not the only digital technologies which impact globalisation. The COVID-19 pandemic saw a rapid increase in the use of peer-to-peer video platforms which facilitate remote learning and people working from home. Beyond these technologies, there are also many other digital technologies which not only facilitate globalisation but also allow people to make meaningful contributions to civic life. One such platform is the **microfinancing** website, Kiva. Established in 2005, Kiva enables people to lend money to entrepreneurs and small business owners in low-income countries. Lenders can

arson the criminal act of deliberately setting fire to property

microfinancing a banking or loan service which provides financial support to people who may otherwise be unable to secure financial support for themselves

int-9094

view potential projections on Kiva's website which also facilitates the loan transaction. The recipient of the loan must pay the lender back when their business begins to make enough money. Most lenders use their returned money to finance other projections. Since its creation, Kiva lenders have sent over $1.7 billion to people in 76 countries. Other microfinancing platforms function in a similar way including a branch of Oxfam known as the Grameen Foundation. This organisation focuses on combating the regional challenges presented by climate change. Organisations like Kiva provide an excellent example of how digital technologies can be used to contribute to civic life, not just in your own country but across the entire world.

FIGURE 6 The process of a Kiva loan

16.4.4 Communicating and campaigning on social media

With each new social media platform comes a new opportunity for voices to be heard and issues to be spread throughout the community. While some use social media to post photos of holidays, dogs and burgers, other social media users recognise the power of these platforms to influence cultural trends and increase understanding of issues, concepts and events. TikTok is one platform which has seen incredible success in promoting climate change activism. TikTok is one of the fastest growing social media platforms and is particularly popular with young people. The secret to TikTok success lies within two unique features for the platform. First, TikTok has a unique **algorithm** which carefully selects videos for you to watch based on your previous views, likes and comments. Second, TikTok videos are usually 10–20 seconds long, which is an ideal length to communicate brief but effective content. Due to these features, as well as the platform's extreme popularity, it has become the perfect breeding ground for social justice and climate change activists. One famous case of TikTok activism occurred in June 2020 when a group of creators encouraged their followers to buy tickets to a Donald Trump rally and then not attend. In a matter of minutes, TikTok users had requested over 1 million tickets yet on the day of the rally, only 7000 people attended. TikTok users have popularised climate change activism by encouraging:

- sustainable living
- climate awareness and education
- practical actions such as promoting recycling, clean-up days and vegetarianism.

algorithm a series of instructions and processes which tell a computer how to intelligently interpret or sort information according to a set of rules

The reach of this platform is truly incredible, with popular TikTok videos viewed between 4–6 million times. With a reach as large as this, it is clear the positive impact social media platforms can have in influencing attitudes and behaviours. As with all social platforms, the spread of disinformation remains a key concern and one which threatens the effectiveness of social media activism.

16.4 SKILL ACTIVITY: Questioning and researching

You have learned throughout this topic that misinformation can have an extremely serious impact on society. However, you have also learned that it can be challenging to tell whether the information you are reading is accurate or misleading. The following steps can be used to help you verify online information. Once you have read these steps, choose two sources of online information and apply the process to test the validity of the information you have found.

- Who is the author and what are their credentials (experience, job, etc.)?
- Who is the intended audience of the information?
- What is the author's purpose? Is it to educate or to provide an opinion?
- Who published the information? Was it an individual or a company?
- Was the information balanced or did it only show one side of the issue? Can you detect any bias in the information?

You should be aware of features that may indicate that an online source is unreliable. These features include:

- Paid advertisements or pop-ups on the website.
- Look for the website suffix (the letters at the end of a URL):
  - .com (Commercial) A company owns this website
  - .org (Not-for-profit) Consider the background and agenda of the organisation
  - .edu (Educational) From a school, university or educational institution
  - .gov (Government) Sites related to government departments
- Watch for 'red flags' such as spelling and grammatical mistakes, inconsistent font and formatting issues.

16.4 Exercise

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16.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2	1, 3, 5	4, 6, 7, 8

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- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. **Identify** one benefit and one negative consequence of social media use.
2. Traditional forms of news such as newspapers, television and radio have been abandoned in favour of _____.
   - A. people ignoring the news altogether
   - B. people doing their own research
   - C. people using social media platforms
   - D. All of the above
3. a. **State** the main factor that leads to disinformation being shared on social media platforms.
   b. **Identify** what can happen when disinformation is spread.
4. Why are social media platforms such a successful method of communication?
   - A. The format is short and effective.
   - B. Extremely high user numbers.
   - C. The popularity of hashtags and trends.
   - D. All of the above.

Apply your understanding

Analysis, evaluation and interpretation

5. Overall, does social media have a mostly positive or negative impact on society? **Examine** evidence for both sides of this debate.

6. **Propose** how you think the problem of disinformation on social media could be solved.
7. Using Kiva as inspiration, **create** a similar style of platform which aims to use digital technology to help people in low-income countries.
8. News platforms should have a stronger role in the provision of factual information. Do you believe this strategy would work in the modern world? **Justify** your response.

LESSON
16.5 INQUIRY: Are Australians active global citizens?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the contributions of Australian citizens to the global community.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

In this inquiry you will use the knowledge and skills gained in this topic to answer one fundamental question — Are Australians active global citizens? To answer this question, you'll need to follow the steps and instructions outlined below.

FIGURE 1 Are Australians active global citizens?

Step 1: Questioning and researching

To begin with, write a list of the issues and responsibilities that you think Australians have in the global community. What kind of things *should* the government and individuals be doing now in order to be active members of the global community? You may wish to do a brainstorm or a mind-map to help you organise your thoughts.

Step 2: Analysis, evaluation and interpretation

Now that you have a list of the things that Australian governments and individuals *should* be doing, you now need to **investigate** what they *are* doing. As well as your own research, you can use these weblinks to assist your investigation. Make sure that you take notes as you **research.** You may wish to use a table like the one shown below to help you organise your research.

Organisation / Personal	What are they doing to promote global citizenship?	In which field are they active?	What are their goals?

Step 3: Civic participation and decision-making

So far you have thought about what we should be doing and investigated what we are doing to be active global citizens. Now comes the time for you to make a judgement. Do you believe that what Australian governments and individuals are doing to assist the global community is enough? Use the evidence which you have collected to support your opinions.

Step 4: Communicating

What is the answer to your inquiry question? **Communicate** your research and/or result of your action in a format of your choice. This could be as a student-led whole class discussion, debate, mock TV interview or Tiktok video, for example. It's up to you: get creative!

Complete your self-assessment using the **Inquiry rubric** document or access the 16.5 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39801)

Weblinks
- Department of Foreign Affairs and Trade, United Nations
- List of Australian accredited non-government organisations
- World Vision
- These talented young Aussies are changing the world

LESSON
16.6 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

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16.6.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

16.2 What does it mean to be a global citizen?

- Globalisation has shaped, and continues to shape, the modern world, influencing how we learn, work, look, travel and communicate.
- A global issue is one that has impacts across the world and on a variety of different scales. Global issues can impact the economy, the environment or social and political systems.
- Often the solutions to global issues need to be met with coordinated action on global, national and local levels.
- As global citizens, we need to see the world without political borders and understand that as humans, we all share the same rights and the same hopes.

16.3 How can global citizens make a difference?

- A cohesive society requires citizens to embody a country's values and fulfil their responsibilities as active members of that society.
- Social movements can be incredibly powerful as they make individuals feel more capable of creating meaningful change to civic life.
- The majority of Australian NGOs are classified as operational NGOs. This means that they actively plan and implement projects on a local, national or global scale.

16.4 How do forms of media influence identity and global citizenship?

- The rapid development of technology, especially information communication technology and social media platforms, has provided a voice to marginalised groups in society and raised awareness of social, political and environmental issues.
- The way in which people access news and information about current affairs has also changed in recent years. Traditional forms of news such as newspapers, television and radio have been abandoned in favour of social media platforms.
- It is possible for misinformation to influence perceptions of issues, events and cultural groups.
- Organisations like Kiva provide an excellent example of how digital technologies can be used to contribute to civic life, not just in your own country but across the entire world.

16.5 INQUIRY: Are Australians active global citizens?

- Australian governments demonstrate their role in the global community by responding to foreign disasters, conflicts and events.
- Individuals contribute to the global community through smaller scale methods including donations to NGOs and participation in activities organised by various social movements.

16.6.2 Key terms

algorithm a series of instructions and processes which tell a computer how to intelligently interpret or sort information according to a set of rules
arson the criminal act of deliberately setting fire to property
climate change long-term changes in the previously observed climate and weather patterns
civil disobedience the refusal to comply with particular laws or instructions, usually in the form of a peaceful protest
global issue an issue that has impacts across the world and on a variety of different scales
microfinancing a banking or loan service which provides financial support to people who may otherwise be unable to secure financial support for themselves

16.6.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What does it mean to be a member of the global community?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in reponse to the inquiry question, outlining your views.

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-10676)
Reflection (ewbk-10677)
Crossword (ewbk-10678)
Interactivity Global citizenship crossword (int-9095)

16.6 Review exercise

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- Receive immediate feedback and access sample responses
- Access additional questions
- Track your results and progress

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Multiple choice

1. What has driven the process of globalisation?
   - A. War and conflict
   - B. Unequal distribution of resources
   - C. Information communication technology and transport
   - D. Political change
2. What areas can be impacted by global issues?
   - A. Economic, environmental and political
   - B. Economic, political and social
   - C. Economic, environmental and social
   - D. Economic, environmental, social and political
3. What is someone who is aware of and understands the wider world?
   - A. A world citizen
   - B. A citizen of the world
   - C. A global citizen
   - D. A responsible citizen
4. The answers to global problems often begin with _____.
   - A. local solutions
   - B. local problems
   - C. local solutions and individual solutions
   - D. local solutions to global problems
5. What kind of movements are organised by a group of people with a shared goal?
   - A. Environmental movements
   - B. Social movements
   - C. Economic movements
   - D. Protest movements
6. Which of the following provides the best definition for civil disobedience?
   - A. Refusal to comply with certain laws, usually in the form of a peaceful protest.
   - B. Refusal to comply with certain laws, usually in the form of a violent protest.
   - C. Refusal to comply with certain laws, usually without any protest.
   - D. Refusal to comply with certain laws, usually in the form of armed conflict.
7. What often cause some people to not take action on climate change and other global issues?
   - A. They don't care about these issues.
   - B. They feel anxious about these issues.
   - C. They feel like these issues are too big for them to possibly make a difference.
   - D. They don't know how to make a difference.
8. What is 'The Greta Effect'?
   - A. Young people being inspired by the activism of Greta Thunberg
   - B. Governments being threatened by the activism of Greta Thunberg
   - C. Fossil fuel companies being threatened by the activism of Greta Thunberg
   - D. Parents being threatened by the activism of Greta Thunberg

9. How do most people currently access news information?
   - **A.** Television and radio news
   - **B.** Print newspapers
   - **C.** Online newspapers
   - **D.** Social media
10. What is one strategy which can be used to combat disinformation?
   - **A.** Always verify your sources
   - **B.** Collect information from multiple sources
   - **C.** Check information for valid references
   - **D.** All of the above

Short answer

Analysis, evaluation and interpretation

11. The following quote was used to begin this topic. Do you believe this quote is accurate? **Justify** your response.

    'The world doesn't care about what you know, the world only cares about what you do with what you know'.

12. If the tactics used by Extinction Rebellion are so controversial, **explain** why they are still used.
13. The phrase 'think global, act local' is often used in relation to global issues and citizenship. **Explain** what you think is meant by this phrase.
14. 'There is simply too much misinformation on social media and the sharing of any information on these platforms should immediately be banned'. **Discuss** to what extent you agree with this statement.

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ECONOMICS AND BUSINESS

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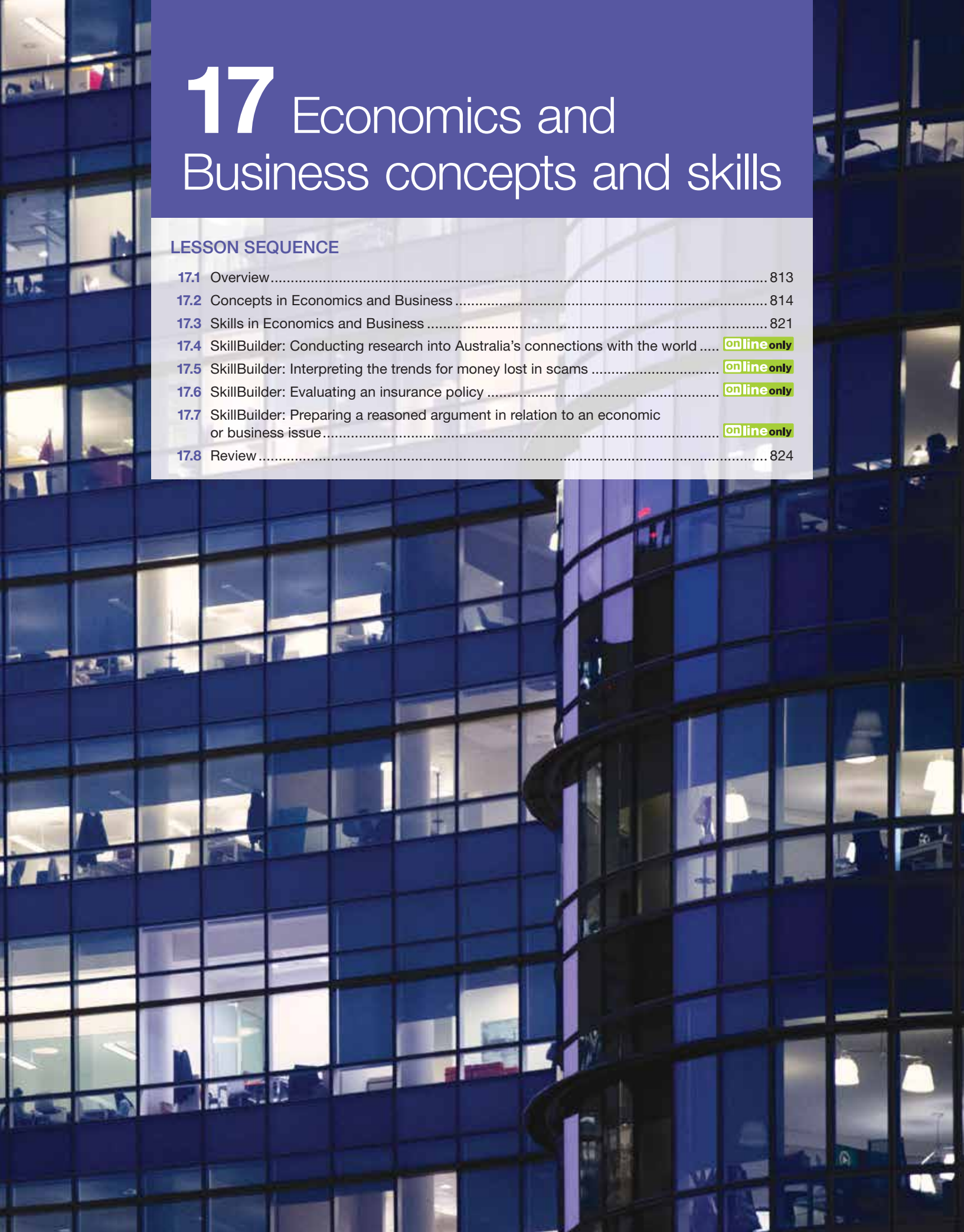
17 Economics and Business concepts and skills

LESSON SEQUENCE

17.1 Overview 813
17.2 Concepts in Economics and Business 814
17.3 Skills in Economics and Business 821
17.4 SkillBuilder: Conducting research into Australia's connections with the world ..... online only
17.5 SkillBuilder: Interpreting the trends for money lost in scams ..... online only
17.6 SkillBuilder: Evaluating an insurance policy ..... online only
17.7 SkillBuilder: Preparing a reasoned argument in relation to an economic or business issue ..... online only
17.8 Review 824



LESSON
17.1 Overview

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17.1.1 Introduction to the world of Economics and Business

Whether you know it or not, you have been involved in the **economy** today. If you have consumed food that was purchased from a supermarket, used electricity, caught public transport or been driven in a car that uses fuel, used a bank account, or sent a text to a friend you have been engaged in the world of economics and business.

When we buy goods and services, deposit money in a bank account or obtain a casual job, we are all contributing to the economy.

This topic looks at Economics and Business concepts including resource allocation and decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy. Studying Economics and Business provides you with valuable knowledge for making decisions in everyday life.

FIGURE 1 Economics is the study of the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants.

economy a system established to determine what to produce, how to produce and to whom production will be distributed

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11582)

Video eLesson Economics and Business concepts and skills (eles-6130)

LESSON
17.2 Concepts in Economics and Business

LEARNING INTENTION

By the end of this lesson you should be able to explain the Economics and Business key concepts: resource allocation and decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy.

17.2.1 The world of Economics and Business

Economics is a social science (a study of human behaviour) which explores how individuals, businesses and governments make decisions. Economics also examines how limited resources are used to produce and distribute goods and services that will satisfy society's unlimited needs and wants. Basically, economists investigate choices and how to make people better off in terms of their living standards. The world of economics is everywhere: it is occurring right now all around you, happening day and night, going on today and will continue tomorrow. The economic environment is also always changing. This means that it is a dynamic and exciting world, full of surprises and opportunities.

FIGURE 1 The key concepts you learn about in Economics and Business

The world of **business** is something that you are already familiar with. You probably know someone who owns a business or works for a business. It's possible that you have a job, working for a business. You will most likely buy from different types of businesses every day, and interact with business entrepreneurs or people who are employed by a business. You may have your own idea for a business venture. Perhaps you have even operated your own 'business' — mowing neighbours' lawns, babysitting, washing windows or selling crafts online.

A business can be any activity that sells goods and services with the hope of making a profit. As well as making profit for owners, businesses make important contributions to the economy.

economics a social science (study of human behaviour) that analyses the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants

business any activity conducted by an individual or individuals to produce and sell goods and services to make a profit

The Economics and Business concepts can help us to make sense of the world. By using these concepts you can identify questions, guide your investigations or assist decision-making about the world you live in, and you can use them to try to imagine a different world. The five key concepts are: resource allocation and decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy. The focus of learning in Year 9 is the topic 'international trade and interdependence' within a global context. This includes learning about trade between Australia and the countries of Asia.

17.2.2 Resource allocation and decision-making

The core problem in economics and business is **economic scarcity**. This is a concept which recognises that we all have limited **resources** available to satisify our unlimited **wants** and **needs**.

Economic scarcity is often referred to as the 'basic economic problem'. This is because it always exists, and it exists in all economies across the world.

In Year 8 we learned how economic resources can be used by businesses to produce the goods and services that satisfy our needs and wants. There are four main types of economic resources. These are:

- Land — these resources are found in nature, and include fertile soil, forests, fruit and vegetables, minerals, oceans and rivers.
- Labour — these resources relate to both the mental and physical effort of people who are working. Labour includes all of the people who are employed by businesses and government to transform resources into goods or services that can be purchased. Examples of labour include architects, chefs, mechanics and real estate agents.
- Capital — these resources have been created by combining land and labour to produce manufactured items used by businesses and governments to assist in making other goods and services. For this reason, capital is considered as a human-made resource. Examples of capital include computers, dams, factories, machinery, railways, roads and tractors.
- Enterprise — this resource refers to the ability of individuals who organise and combine the other three resources together so as to create value. Entrepreneurs take on risk by starting businesses in the hope of making a profit.

FIGURE 2 The basic economic problem is scarcity: where we have unlimited needs and wants, but limited resources to satisfy them with. This creates an imbalance.

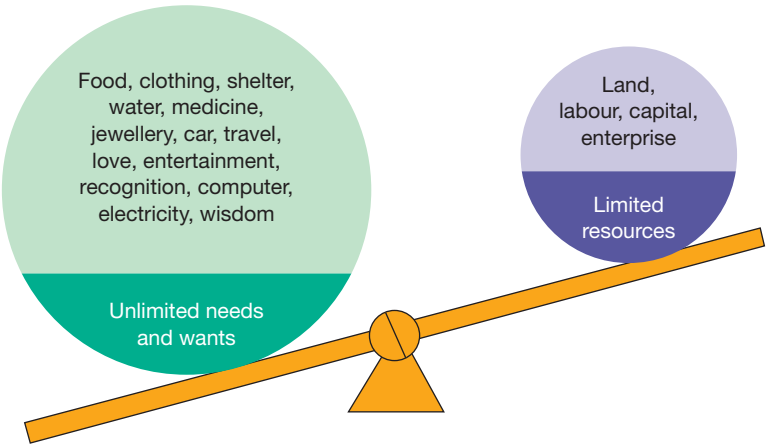
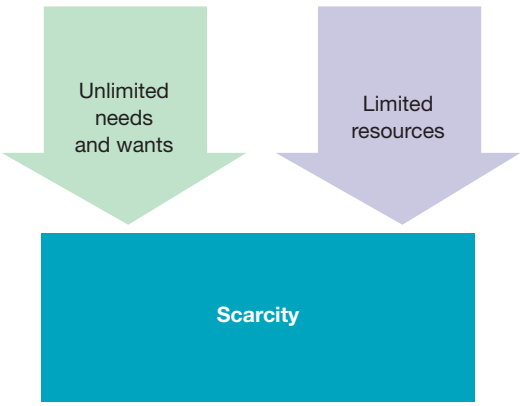


FIGURE 3 Unlimited wants combined with limited resources creates scarcity.



economic scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them

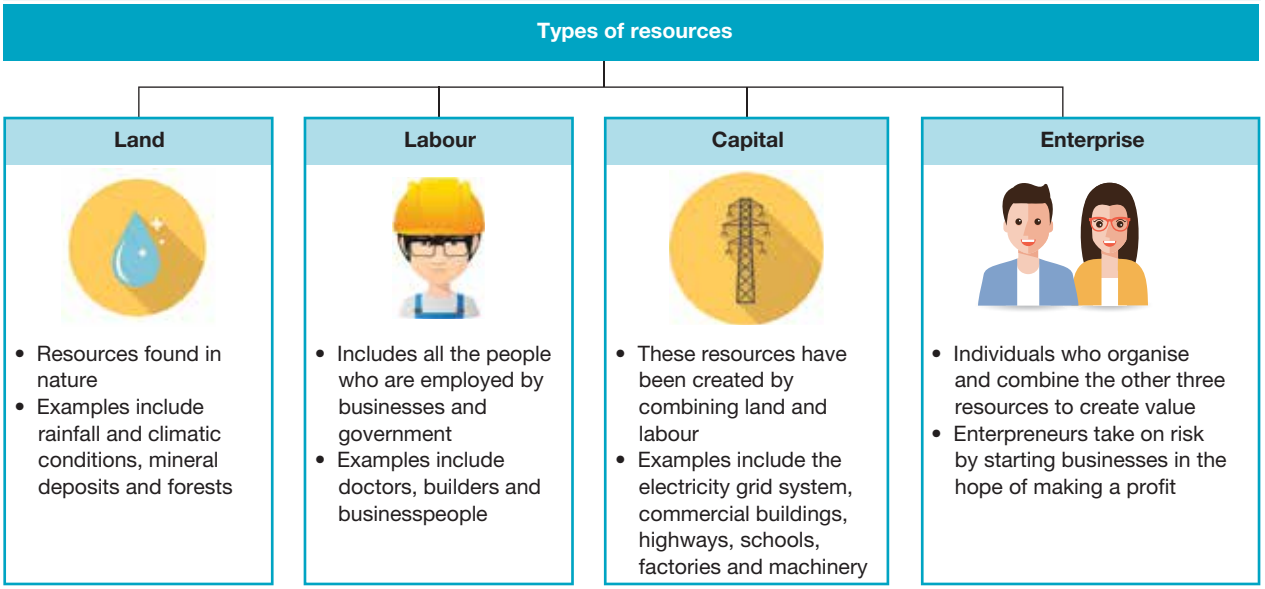
resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

needs goods or services that consumers consider necessary to maintain their standard of living

Production will usually require the combination of the resources shown in **FIGURE 4.** However, because resources are limited, the amount of goods and services that can be produced from them is also restricted. This economic scarcity means we cannot have everything and people must choose to have some things but not others.

FIGURE 4 There are four main types of economic resources: land, labour, capital and enterprise.



Just as people make choices about what to have, economies overall have to decide how to use their scarce resources to satisfy their unlimited needs and wants. All societies have an **economic system** of production and distribution, which allocates resources from one use to another. As we may remember, all economic systems must answer three basic economic questions:

- what to produce? – decisions must be made about what goods and services are to be produced and in what quantities. Should we produce innovative cars, crops such as wheat, and animal produce such as beef or lamb, and how many of each? All of these production possibilities involve different allocations of resources.
- how to produce? – decisions must be made about how we produce those goods and services. Do we use labour intensive production methods (predominantly making use of people) or capital intensive methods of production (predominantly making use of technology or machinery)?
- for whom to produce? – decisions must be made about how those goods and services are distributed; that is, we need to determine who will receive the goods and services produced. Does the first person in a line acquire the good or service? Should it go to the person who pays the highest price? Or do the goods and services go to those who need them the most?

Australia's financial sector plays a very significant role in **resource allocation** and economic decision-making. Financial institutions such as banks, credit unions and building societies are able to lend funds to consumers and businesses, which can influence what goods and services are produced and consumed.

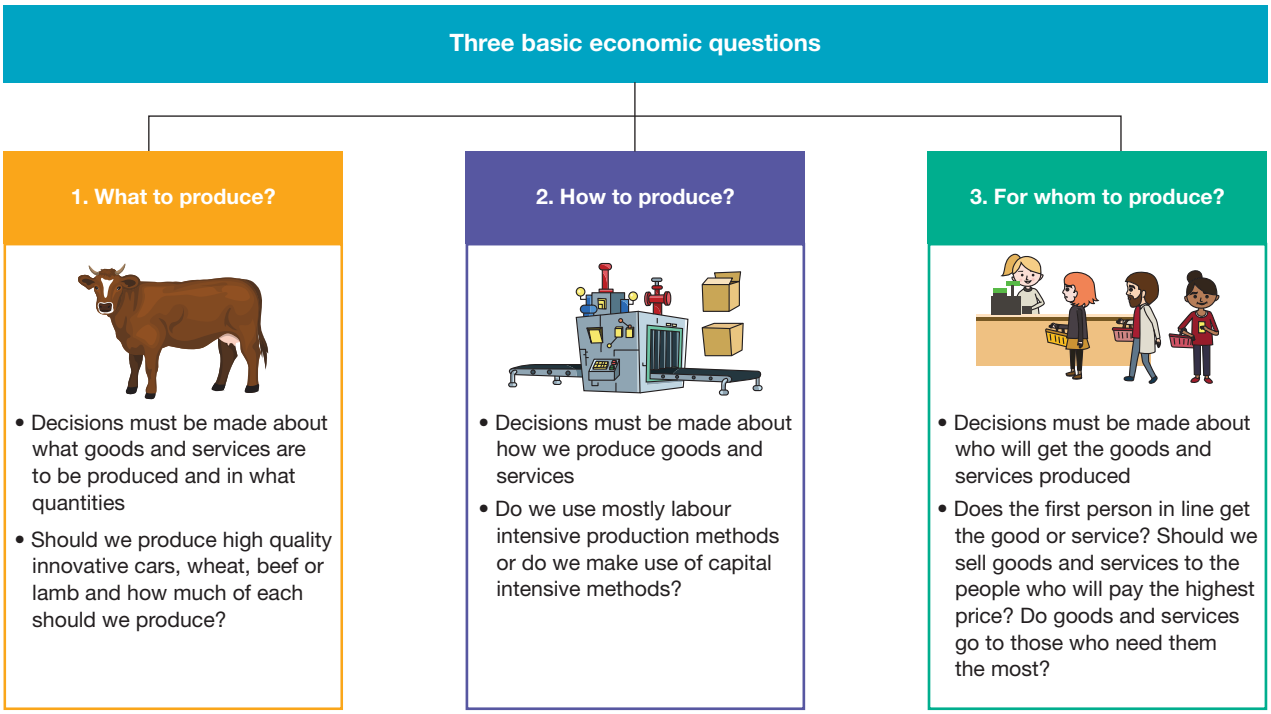
In this topic we will learn about Australia's financial institutions and their relevance to consumers and how they can support businesses in global markets.

We will learn that economic decision-making does not happen in isolation; rather it is reliant on the interdependent nature of consumers, businesses, the financial sector and the government.

economic system a way of organising the production and distribution of the nation's goods, services and incomes

resource allocation relates to decisions about how scarce resources are distributed among producers, and which types of goods and services will be produced to satisfy wants and needs

FIGURE 5 All economic systems must answer three basic economic questions.



17.2.3 The business environment

Modern economies have developed a method of production called **specialisation** to increase production and provide a surplus of products which can be used to **trade**. Awareness of this concept means that an individual, business or nation will be making the most efficient use of resources.

specialisation a method of production where a worker, business or nation focuses on the production of a limited range of goods or services in order to increase production and make the most efficient use of resources

trade the activity of buying, selling or exchanging goods and services between producers and consumers and/or countries

Specialisation can be seen in an assembly line. Each worker and each piece of machinery will specialise in one distinct task. Think of a car being manufactured. When every participant in the production of the car is focused on their task, output will be higher than if a single person was responsible for making the car. One person on their own would have little chance of producing a car at all! Specialisation is clearly visible in businesses such as restaurants and bakeries.

Countries also make use of specialisation. If one country is more efficient at producing a certain product and another country is efficient at producing a different product, then it makes sense for the two countries to trade. Australia is a major producer and exporter of iron ore, coal, gold, natural gas and wheat. We import many products such as processed fuels, cars and electrical equipment from other countries that are more efficient at producing such products. Australia relies on its trade with other nations.

FIGURE 6 The Reserve Bank of Australia (RBA) is Australia's central bank, and it provides certain banking services as required to the Australian Government and its agencies, and to overseas central banks and official institutions.

In this topic we will investigate why countries trade, and the benefits that trade between Australia and other countries brings to our households and businesses.

Regular trade between nations is another example of interdependence.

The term **interdependence** refers to the way in which two or more people or things affect each other or depend on each other. In Economics, it is used to describe the way that participants in the economy rely on each other. That is, consumers, workers, businesses and governments are all connected and very much dependent on each other.

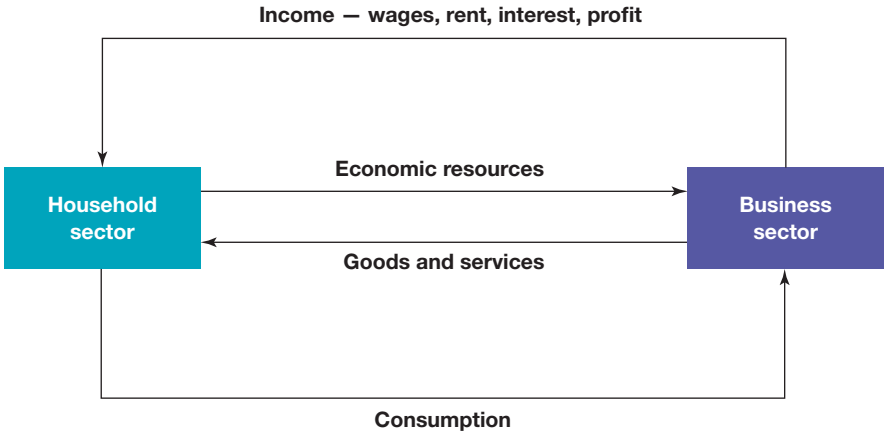
FIGURE 7 Individuals, businesses and nations trade with other individuals, businesses or nations to get something which they could not provide or produce for themselves.

For example, businesses will struggle to survive without consumers buying their goods and services. Consumers rely on businesses to provide them with the goods and services they demand to satisfy their needs and wants, as well as to provide them with income in the form of wages. Furthermore, the financial sector provides investment. This refers to the banks and other institutions who lend money to customers and businesses, so that they can spend or invest.

The exchange of goods and services between producers and consumers and countries results in increased interdependence between the groups (or sectors) in economies, as well as between overseas economies. Economists understand that the actions of one participant will impact on other participants in the economy. In the same way, our own economic conditions (for example, high unemployment) might affect consumer demand in another country due to a reduction in demand for their exports.

interdependence the mutual dependence between participants in an economy; that is, the reliance of consumers, workers, businesses and governments on each other

FIGURE 8 A simple two-sector circular flow model of income demonstrating the interdependence between consumers and businesses who rely on each other for goods and services, labour and income.



17.2.4 Entrepreneurship

You may know about entrepreneurship already; you may know an **entrepreneur** or even be one yourself. Entrepreneurs are people who set up a business or businesses, taking on financial risks in the hope of profit. The activities of entrepreneurs include developing ideas, making connections with other businesses, capitalising on licensing opportunities, and working with governments to innovate and differentiate their products.

In this topic we will investigate how entrepreneurs, including First Nations Australians, might out-perform their competitors through unique product offerings and meeting the ever-changing demand in a competitive global marketplace. This is a challenging issue that requires businesses to constantly research, improve efficiency and production, and market their products in new and innovative ways.

entrepreneur a person who sets up a business or businesses, taking on financial risks in the hope of profit

FIGURE 9 A business selling running shoes will continually develop new and improved fabrics and innovative 'technology', while attempting to lower costs.

17.2.5 Work and work futures

Throughout this topic, work and business processes remain at the centre of Australia's participation in the global market and economic decision-making processes. Employees play a vital role in innovating processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs.

17.2.6 Consumer and financial literacy

Both consumers and businesses need to be aware of the different types of financial risks that might confront them. On a personal level we may have received an SMS promising a big prize win, or we may know someone who has been a victim of bank fraud. In this topic we will investigate examples of consumer and financial risk to individuals and businesses, and conversely, we will investigate the more respectable (and pleasing) examples of reward programs, loyalty schemes and investments which offer a benefit to consumers.

Identifying such practices as the ones described above allows us to become more informed as consumers and highlights the importance of the need for ethics in consumer and financial decision-making.

FIGURE 10 In this topic we reflect on the importance of ethical decision-making when making consumer financial decisions such as the consequences of poor financial decisions.

LESSON
17.3 Skills in Economics and Business

17.3.1 What skills will you build this year?

This year, you will continue to build your ability to use the four broad categories of skills in Economics and Business. The summaries below are to remind you of these four key skills.

1. **Questioning and researching** involves locating relevant and detailed information and/or data from a range of appropriate sources. In Year 9 Economics and Business, this includes conducting research about how Australia is connected to the rest of the world through trade and business.
2. **Interpreting and analysing** involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole. In Year 9 Economics and Business this includes analysing the trends for money lost in scams.
3. **Evaluating, concluding and decision-making** means examining your interpretations of information to draw evidence-based conclusions. It requires taking into account ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues. In Year 9 Economics and Business, this includes evaluating why an Australian bank may prioritise support for an existing business rather than an emerging one.
4. **Communicating** your ideas means presenting information in a range of formats to suit the intended audience and purpose. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on your skills is also an important part of the process. In Year 9 Economics and Business, this includes communicating a complex or interconnected topic such as ‘interdependence’ or ‘financial landscape’.

FIGURE 1 The skills that you learn in Economics and Business form the foundations of understanding many aspects of global trade and employment.

17.3.2 SkillBuilders in the topic

In addition to these broad skills, there is a range of essential practical skills that you will learn as you study Economics and Business. The SkillBuilder topics in this section will tell you about the skill, show you how to apply the skill and let you practise the skill with tasks related to the topics covered in this subject.

The SkillBuilders you will use in Year 9 are listed below:

- Conducting research into Australia's connections with the world
- Interpreting the trends for money lost in scams
- Evaluating an insurance policy
- Preparing a reasoned argument in relation to an economic or business issue

LESSON
17.4 SkillBuilder: Conducting research into Australia's connections with the world

online only

Why is research important?

When you are asked to 'do research' you need to ask questions about a particular topic or event. Asking questions will help you to complete research (through discovering or verifying knowledge about something). The purpose of this skill is to help you understand how to approach researching in relation to Australia's connection with the world.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
17.5 SkillBuilder: Interpreting the trends for money lost in scams

online only

How do you read and explain trends?

Scams are attempts to trick people out of something, usually money. To get a better understanding of this topic, we can interpret and analyse information and data trends on scams.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
17.6 SkillBuilder: Evaluating an insurance policy

online only

What is insurance and how do you evaluate options?

Evaluating means to propose explanations for events or issues and to make overall judgements based on the evidence. This is a skill that you might develop in Economics and Business by looking at the benefit or advantages of something and then examining the costs or disadvantages of it. When looking at insurance, it is important that businesses or individuals evaluate policies from a number of registered insurance companies. Prices can vary, and insurers can have different exclusions, conditions and discounts.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
17.7 SkillBuilder: Preparing a reasoned argument in relation to an economic or business issue

online only

What makes a reasoned argument?

Economic and business issues may prompt discussion and argument. An argument generally involves developing a response to an issue which is both reasoned and balanced. This means that you have explored it fully to arrive upon a conclusion. This SkillBuilder will help you prepare a reasoned argument using relevant business terminology.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
17.8 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS

17.8.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

17.2 Concepts in Economics and Business

- Resource allocation and decision-making is a central Economics and Business concept. This involves the idea of economic scarcity, which is the 'basic economic problem' — this involves society having limited resources available to satisfy unlimited needs and wants.
- There are four main types of economic resources — land, labour, capital and enterprise.
- All economies must make decisions about how resources will be allocated among producers and what types of goods and services will be produced — economies must answer the three economic questions: what to produce, how to produce and for whom to produce?
- Australia's financial sector has an effect on economic decision-making by consumers, businesses and global markets.
- Modern economies have developed a method of production called specialisation (where a worker, business or nation focuses on the production of a limited range of goods or services) to increase production and provide a surplus which can be used to trade.
- Participants in an economy are mutually dependent (or interdependent); that is, consumers, businesses, the financial sector and government are reliant on each other.
- Businesses have processes for creating and maintaining a competitive advantage. Entrepreneurs are central to these processes.
- Individuals and businesses need to be aware of financial risks and rewards and manage them appropriately.

17.3 Skills in Economics and Business

- Questioning involves posing statements that require answers, particularly in regard to what is known and what is not known in order to improve your knowledge — research is important because it allows us to find out what is unknown and contributes to filling in gaps in our knowledge.
- Interpreting and analysing involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole.
- Evaluating, concluding and decision-making involves proposing explanations for events or issues and making overall judgements based on the evidence. A cost–benefit analysis can be used to recommend a course of action.
- Communicating involves presenting findings or representing information using an appropriate format to suit a particular audience — the appropriate use of economics terminology and business terminology is very important.

17.8.2 Key terms

business any activity conducted by an individual or individuals to produce and sell goods and services to make a profit

economic scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them

economic system a way of organising the production and distribution of the nation's goods, services and incomes

economics a social science (study of human behaviour) that analyses the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants

economy a system established to determine what to produce, how to produce and to whom production will be distributed

entrepreneur a person who sets up a business or businesses, taking on financial risks in the hope of profit

interdependence the mutual dependence between participants in an economy; that is, the reliance of consumers, workers, businesses and governments on each other

needs goods or services that consumers consider necessary to maintain their standard of living

resource allocation relates to decisions about how scarce resources are distributed among producers, and which types of goods and services will be produced to satisfy wants and needs

resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise

specialisation a method of production where a worker, business or nation focuses on the production of a limited range of goods or services in order to increase production and make the most efficient use of resources

trade the activity of buying, selling or exchanging goods and services between producers and consumers and/or countries

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11582)
Reflection (ewbk-11584)

Interactivity Economics and Business concepts and skills crossword (int-9096)

Hey teachers! Create custom assignments for this topic

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LESSON
17.4 SkillBuilder: Conducting research into Australia's connections with the world

LEARNING INTENTION

By the end of this lesson you should be able to conduct a research task specifically in relation to Australia's connection with the world.

17.4.1 Introduction

While studying Economics and Business you will develop the skill of asking questions in order to complete research (a systematic inquiry for discovering or verifying knowledge about something). Questioning is the action of posing statements that require answers, particularly in regard to what is known and what is not known in order to improve your knowledge. Research is important because it allows us to find out what is unknown and contributes to filling in gaps in our knowledge.

17.4.2 Tell me

The following steps provide a useful guide to the process of writing questions and carrying out research.

- Identify and understand the general task you are attempting to complete.
- Develop a series of specific questions that will help guide your research in the appropriate direction, and help you determine the information you need.
- Locate appropriate sources of that information.
- Record relevant information from a range of sources.
- Present the information in an appropriate form.

FIGURE 1 Shipping helps to keep Australians connected with the world by allowing for the movement of goods on a large scale.

17.4.3 Show me

Imagine you have been asked to investigate Australia's trade with China. You need to find out details of the major imports and exports between the two countries and any recent changes that have occurred in the trade relationship.

Step 1

Your first step is to clearly identify the key task. This could be expressed as follows:

Prepare a report on Australia's trade with China. Include details of the major exports and imports, recent trends in our trade relationship with that country, and the value of this trade to the Australian economy.

Step 2

It is now necessary to break this down into a series of more specific questions. These could include:

1. What are Australia's major exports to China?
2. What are the values and/or percentages of these exports?
3. What are our major imports from China?
4. How are these imports broken down, from most important to least important?
5. Which areas of trade have been growing most rapidly over the past few years, and which have been in decline?
6. How does trade with China affect the Australian economy? What are the benefits, and what are the disadvantages?

FIGURE 2 A cargo ship in docks on the Huangpu River, Shanghai, China

Step 3

The next step is to locate appropriate sources. By entering the search term 'Australian trade with China' in your favourite search engine, you will be presented with a number of sources. Look for reliable sources relevant to your area of research. For investigating Australia's trade relationships, the Department of Foreign Affairs and Trade (DFAT) website would be a highly reputable source.

Keep your questions beside you as you read each source, and note the location of material that provides answers. You can select and print some text, and then highlight those sentences or paragraphs that provide answers to your questions. Sometimes a complete answer to a question may be found in several places in a piece of text. Be sure to highlight all relevant text, and indicate with a number which question the information answers.

Step 4

When you are satisfied you have found the answers to all the questions, you need to write the answers in order, making sure you use your own words as much as possible. You can then use the answers to present your information in the required form. For example, this may be an oral report to the rest of the class, an essay to be marked by your teacher, a presentation, or any other format that is appropriate.

17.4.4 Let me do it

Complete the following activity to practise this skill.

17.4 ACTIVITY

Using the above process as a model, devise a series of questions and carry out the research to produce a report on the following topic:

Prepare a report on Australia's trade with one of these Asian countries: Japan, South Korea, India, Singapore or Thailand. Your report should include details of goods and services traded, recent trends or changes in that trade, and the importance of that trade to the Australian economy.

LESSON
17.5 SkillBuilder: Interpreting the trends for money lost in scams

LEARNING INTENTION

By the end of this lesson you should be able to interpret the trends for money lost in scam activity.

17.5.1 Introduction

Interpreting and analysing is another skill that you will develop while studying Economics and Business. This skill involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole. One way in which you might analyse in Economics and Business is by interpreting information on the trend for money lost in scams.

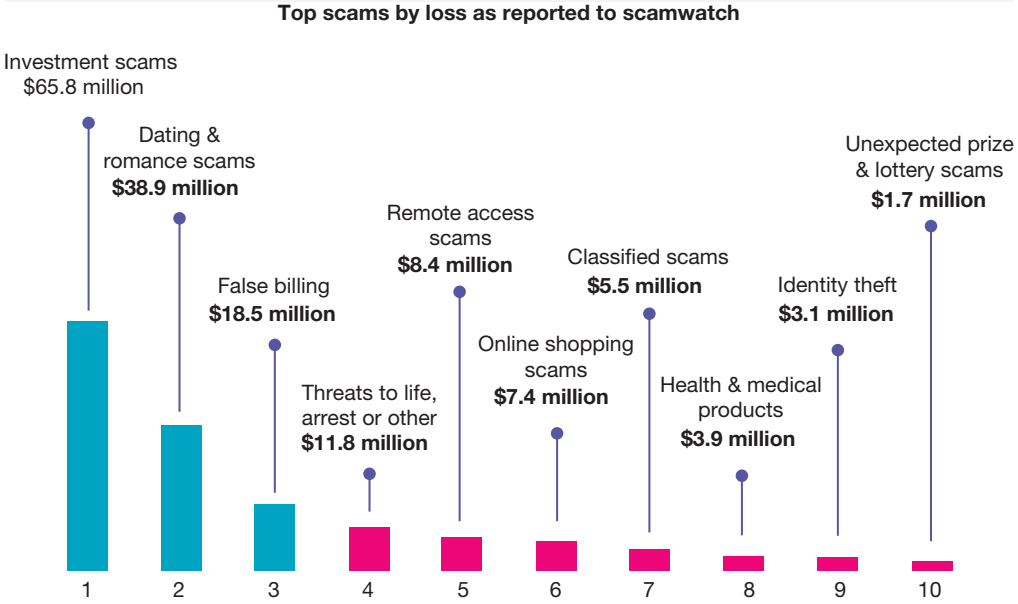
17.5.2 Tell me

Scams are attempts to trick people out of something, usually money. Scams can be sophisticated messages, often using professional looking brands and logos to look like they come from a business you know.

A scam message can be sent by email, SMS, dating sites, social networking sites, instant messaging or even through videophone communications such as FaceTime.

To get a better understand of this topic, we can interpret and analyse information and data trends on scams. This can tell us how much money is lost in scams and which age groups are most affected.

FIGURE 1 An infographic of the top scams by loss in 2020



17.5.3 Show me

Infographics are increasingly used as a more visually appealing and engaging way to present information. Below are the step for how to read an infographic.

Step 1

Look carefully at the infographic — does it have a heading?

Step 2

Can you easily identify what it is showing? What is the theme or idea? The infographic provided in **Figure 1** shows the top scams reported to Scamwatch. It appears to be clearly labelled, but can it be deceiving at first glance?

Step 3

Look at the data. Each scam type has a number and the amount of money in dollars lost to that scam type.

Step 4

Analyse the data. What trends can you see? What is the most or least common scam?

Step 5

Apply your knowledge of scams and financial risks to predict what the data will be like a year later. Consider what else you need to find out.

17.5.4 Let me do it

Complete the following activity to practise this skill.

17.5 ACTIVITY

Use the **ACCC scam** weblink in the Resources panel to locate the latest scam activity report. This will be listed as a publication. Download the report and view the infographics to practise your skills by completing the following questions.

a. Which scams cause the most financial harm?
b. How much in total is lost to scams each year?
c. Which age groups are most affected by scams - what might explain this data?
d. Do scams affect more men or women? **Explain** the possible reasons for the answer.
e. **Summarise** the most common methods of contacting people that scammers might use
f. **Describe** a time when scamming increase and explain the reasons why this occurred.

Present your findings to your class.

LESSON
17.6 SkillBuilder: Evaluating an insurance policy

LEARNING INTENTION

By the end of this lesson you should be able to accurately and appropriately evaluate a simple insurance policy.

17.6.1 Introduction

Evaluating means to propose explanations for events or issues and to make overall judgements based on the evidence. This is a skill that you might develop in economics and business by looking at the benefits or advantages of something and then examining the costs or disadvantages of something. Making decisions about insurance and evaluating insurance policies is a skill that business owners and individuals need.

17.6.2 Tell me

Insurance is an arrangement whereby an insurer promises to compensate the insured business or individual for a specified loss, damage, illness or death in return for the periodic payment of a premium. There are many types of insurance including landlord insurance, vehicle insurance, total and permanent disability (TPD) insurance, income protection insurance, home insurance, and business insurance. An insurance policy is a legally binding contract between the policy holder and the insurer. Both will have responsibilities that must be complied with for the contract to be valid.

It's important that businesses or individuals compare policies from a number of registered insurance companies. Prices can vary, and insurers can have different exclusions, conditions and discounts.

Understanding the policy

When evaluating an insurance policy, the business or individual considering insurance should understand the policy they are evaluating. An insurer must give the business or individual a product disclosure statement (PDS) that explains the insurance product, including:

- who offers the insurance
- what the policy covers and what is excluded, and in what circumstances
- any contract terms
- any information that will need to be given to the insurer
- information on the premium (the amount the policy holder pays an insurer for insurance cover) and how it will change over time
- information on the excess (the amount the policy holder must contribute towards each claim made)
- definitions of common words for unforeseen events, so that the business or individual knows what they are covered for
- how to make a claim
- how the policy holder will be paid — will it be an agreed amount, a market value or a percentage of a market value?
- how to complain about the claims process or decision.

FIGURE 1 Insurance protects businesses and individuals from financial loss.

A PDS may have several pages. However, reading the document will help the business or individual to compare policies and make an informed choice about the policy that best suits their needs.

Awareness of terms and conditions

When evaluating an insurance policy, the business or individual considering insurance should also be aware of the terms and conditions of the policy they are evaluating. An insurance policy will have terms and conditions that must be met for the insured business or individual to be covered. The PDS should include these details. Conditions of cover may include such details as:

- having smoke alarms or security alarms installed in a building
- what the insured policy holder must do if a loss or claim occurs
- ensuring that a vehicle is serviced
- the amount of time before the insurance policy needs to be renewed
- exclusions such as the poor health of a traveller or leaving a home vacant for an extended period of time.

17.6.3 Show me

FIGURE 2 contains a renewal document provided to Shannon Sample for his car insurance policy. Consider how this document includes some of the components that we have just explored.

FIGURE 2 An insurance policy renewal document for Shannon Sample

Dear Shannon

Thank you for being an Ensure insurance customer.
We look forward to providing you with everything you need for the next year, and into the future. Please be sure to contact us if you have any queries regarding your policy.

Contact Insurance Agent

Portfolio

What's covered	Policy type	Renewal date
2018 Honda CRV	Comprehensive	16 July 2020

To view all your policy details visit ensureinsurance.com.au/myaccount

Ensure Insurance Partner Repairers
Access the network of Ensure Insurance Partner Repairers to ensure that all repairs are carried out to the highest of standards.
For further information visit ensureinsurance.com.au/myaccount

Thank you for choosing paperless
Going green helps you and the environment.
Digital versions of your policy documentation mean you can track it down easily.

Auto Insurance

Your policy summary

Policy holders	Shannon Sample
Vehicle	2018 Honda CRV
Registration	SAM 123
Start date	16 July 2020
End date	16 July 2021
Last year's value	$25000
This year's value	$25000
Basic excess	$800
Last year's premium	$1098.00
This year's premium	$1050.00
Due date	16 July 2020

17.6.4 Let me do it

Complete the following activity to practise this skill.

17.6 ACTIVITY

Imagine that you are an 18-year-old looking for insurance for your first car.

Construct a comparison table like the one shown below. You can either use the headings provided, or you can alter this table to suit your own search parameters. Use online information or call the company directly to obtain the information you need.

There are many different insurance companies in Australia, so it will be easier if you limit your search by investigating only some of the companies, including:

- AAMI
- Budget Direct
- Youi
- NRMA
- RAC Western Australia.

There are several websites that present information and compare plans for a number of different insurance companies.

When searching for quotes online, use consistent information for each company (for example, the same model car, no modifications, no finance on the car and so on).

Comprehensive			Third party property fire and theft		Roadside assistance	Choice of repairer	Agreed or market value	Other benefits
Insurance company	Excess	Premium	Excess	Premium				
AAMI								
Budget Direct								
Youi								
NRMA								
RAC Western Australia								

Once you have completed the summary table above, you need to evaluate the costs and benefits of the different alternatives. To do this, complete the following tasks.

a. Complete a cost–benefit analysis for each of the insurance policies that you researched. Use a table like the one below to help you.

Insurance company	Costs	Benefits

b. Considering your own needs as a future car owner, rank the insurance companies from most to least suitable.
c. Write a one-paragraph response that justifies your rankings.

LESSON
17.7 SkillBuilder: Preparing a reasoned argument in relation to an economic or business issue

LEARNING INTENTION

By the end of this lesson you should be able to develop a reasoned and balanced response to an economic or business issue..

17.7.1 Introduction

When you use the skill of communicating and reflecting in Economics and Business, you will be presenting your findings or representing information using an appropriate format to suit a particular audience. You will also need to use terminology that is used by economists and people in the world of business. Another form of communication that you will need to learn is interacting with businesses. One example of this type of communication is when presenting a reasoned argument in relation to an economic or business issue.

17.7.2 Tell me

Economic and business issues may prompt discussion and argument. An argument generally involves developing a response to an issue which is both reasoned and balanced. This means that you have explored it fully to arrive upon a conclusion.

An effective argument will:

- use relevant business terminology
- include both sides (the positives and negatives)
- include an explanation and or use of data to support your reasoning.

FIGURE 1 An argument needs to be balanced, with both sides considered.

17.7.3 Show me

To develop an argument, we generally need to study an issue and develop a response to that issue. For example, we might wish to consider personal or consumer debt, and whether it is a good or bad thing in the context of our economy.

To begin with we will need to make sure that we understand the concept of debt, and the different types. This will allow us to identify some positives or negatives.

We might summarise these in a table, for example.

TABLE 1 The positives and negatives of personal debt

Positives	Negatives
Debt can allow individuals to purchase products that will satisfy their wants and needs if their income is low.	Debt incurs a cost known as interest and this is an added expense which must be paid back on top of any money borrowed.
Debt is essential for most people who wish to own a home as they will take out a mortgage.	Some people might argue that having debt is irresponsible money management.

Once you have identified the positives and negatives, you may be able to develop an effective argument as to which side or position you agree with most. You may be asked to present the findings and your argument in an essay, question or in a presentation.

17.7.4 Let me do it

Complete the following activity to practise this skill.

17.7 ACTIVITY

1. Choose an economic topic or issue. This might be overseas trade, outsourcing labour, or ethics in financial decision making.
2. Use the concepts and learning associated with this topic, and your own independent research, to **develop** an argument which supports or rejects the use of the concept.
   To do this you must **develop** an argument of the positives and negatives associated with the concept.
3. Once you are happy that you can present a well reasoned and balanced argument, **communicate** this verbally to your teacher.

18 The Australian and global economies

LESSON SEQUENCE

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18.2 How does Australia trade with other economies? 828
18.3 What goods and services are imported into Australia? 836
18.4 How do global events impact the Australian economy? 842
18.5 How do global supply chains operate? 848
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18.9 Review 869

LESSON
18.1 Overview

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Markets, sectors, growth and trade: how are the economies of the world similar, different and interconnected?

18.1.1 Introduction

The **economy** is often spoken about as if it were something separate with a life of its own, when in fact the economy is composed of all of us. The Australian economy can be defined as the total of all activities undertaken for the purpose of producing, distributing and consuming the goods and services we require to satisfy our needs and wants. Because we all participate in one or more of these activities, we are all part of Australia's **economic system**.

However, the Australian economic system cannot produce all the goods and services we desire, so Australia is engaged in trading relationships with countries all over the world. In fact, all advanced economies rely on trade as a means of generating economic growth.

FIGURE 1 Each time you buy something, or sell something, you are participating in our economic system.

This flow of goods and services between countries, and the money flows that accompany this trade, have increased global interdependence between the trading countries' household, business, financial and government sectors. As a result, what happens in one country affects the activities of similar sectors in many other countries. This is because we consider the world to be a 'global economy'. This process of growing interdependence between countries is known as globalisation.

economy a system established to determine what to produce, how to produce and to whom production will be distributed

economic system a way of organising the production and distribution of the nation's goods, services and incomes

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10680)

Video eLesson What is economics? (eles-0253)

LESSON
18.2 How does Australia trade with other economies?

LEARNING INTENTION

By the end of this lesson you should be able to explain how other economies throughout the world play a role in satisfying our needs and wants.

TUNE IN

All countries engage in trade. However, it is the people within each country that undertake trade with people or businesses overseas.

FIGURE 1 Goods that you use each day may have taken quite a journey to reach you.

Conduct an audit of your possessions in the classroom and the class itself (or at home, if appropriate).

1. What items were purchased from overseas? (State the item and the country it came from.)
2. How many items were identified as made in Australia? (Create a list.)
3. Combine all the data collected by your class showing where items are made and how many are from overseas.

18.2.1 Australia's trade history

First Nations Australian cultural groups had been trading with each other for tens of thousands of years before Europeans arrived in the 1700s. Trade was important to First Nations Australians, as it allowed them to gain items they needed that they didn't have in their Country. Trade was also important for social connections between different First Nations Australian communities. Social interactions allowed groups to share stories, gifts and specific cultural knowledge.

Over time, established trade routes were developed that connected different communities throughout Australia and the waters of the Torres Strait. There were many valuable natural resources traded across the trading

routes, including kangaroo skin, pearl shells (for decoration), and raw materials (rock, wood) used to make axes and spears used in hunting.

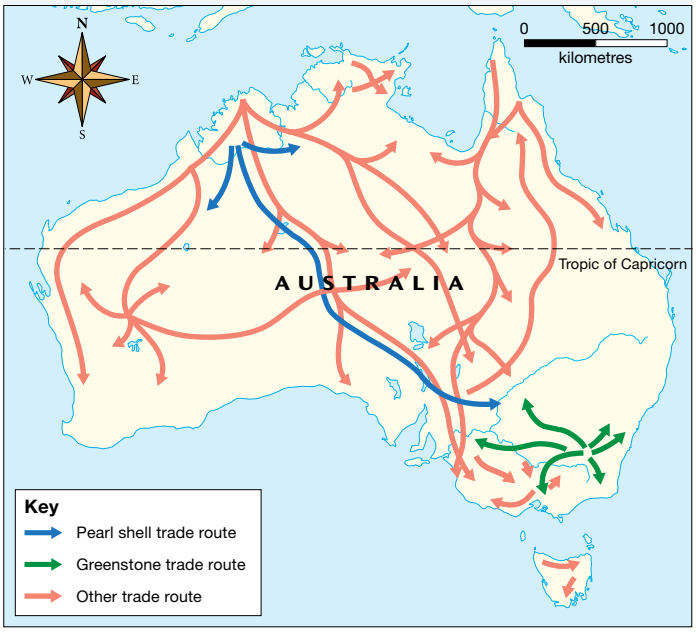
int-9097

One particularly important trading item was ochre. This is a mineral used in painting and applied to bark, rock, boomerangs and to the body for ceremonial purposes.

First Nations Australians also traded with fishermen from Indonesia called the Macassans. As early as 1451, trading took place between the Yolngu people from the Northern Territory and the Macassan. This long history of trading contact and trade between the Macassans and the Yolngu is remembered through oral history, songs, dances and rock paintings.

The Macassans sought sea cucumbers, which was valuable to them as a food and a medicine. The right to fish for these was traded by the Yolngu for items such as cloth, tobacco, rice, axes and knives.

FIGURE 2 The major trade routes of ancient Australia



Source: Adapted from Museum of Australia, Cited in Barlow, Alex, *Aboriginal Technology,* 1994.

18.2.2 Why do countries trade?

Countries have always engaged in trade. Trade is a means of improving a country's economy and the living standards of consumers.

The main reasons why countries trade are to:

- Access cheaper goods and services from overseas — some countries are able to produce goods and services cheaper than what Australia can and so we trade with those countries so consumers can access these goods and services — something they may not be able to do if they had to pay a higher price.
- Access better quality or innovative products — in a similar manner, some countries are able to develop better quality goods and services or innovative products that Australia is unable to produce. We buy these goods and services to improve our living standards. It is also true that Australia is able to produce high-quality products and innovative products that we sell to the world.
- Sell excess products — in some areas, Australia has an abundance of some resources which we can sell overseas. This creates employment in Australia and generates income for Australian businesses.
- Formalise agreements with other countries — Australia signs trade agreements with other countries as a means of earning revenue for ourselves, creating jobs in Australia, improving the quality and range of goods and services available for consumers and to formalise peaceful relations with other countries.

18.2.3 Trade and the Australian economy

Australia is an open economy, meaning that we trade in goods and services with other countries. Australian businesses sell **exports** to both consumers and producers in other countries. Australian consumers buy **imports** that have been manufactured in other parts of the world and brought into this country.

International trade can affect our economic system in a number of ways:

- Australia has a relatively small population, so if overseas consumers are willing to buy the goods and services we produce, this can help our local businesses to grow and employ more people. A significant proportion of jobs in Australia are directly or indirectly connected with the production of exports.

exports goods and services sold by local businesses to overseas consumers

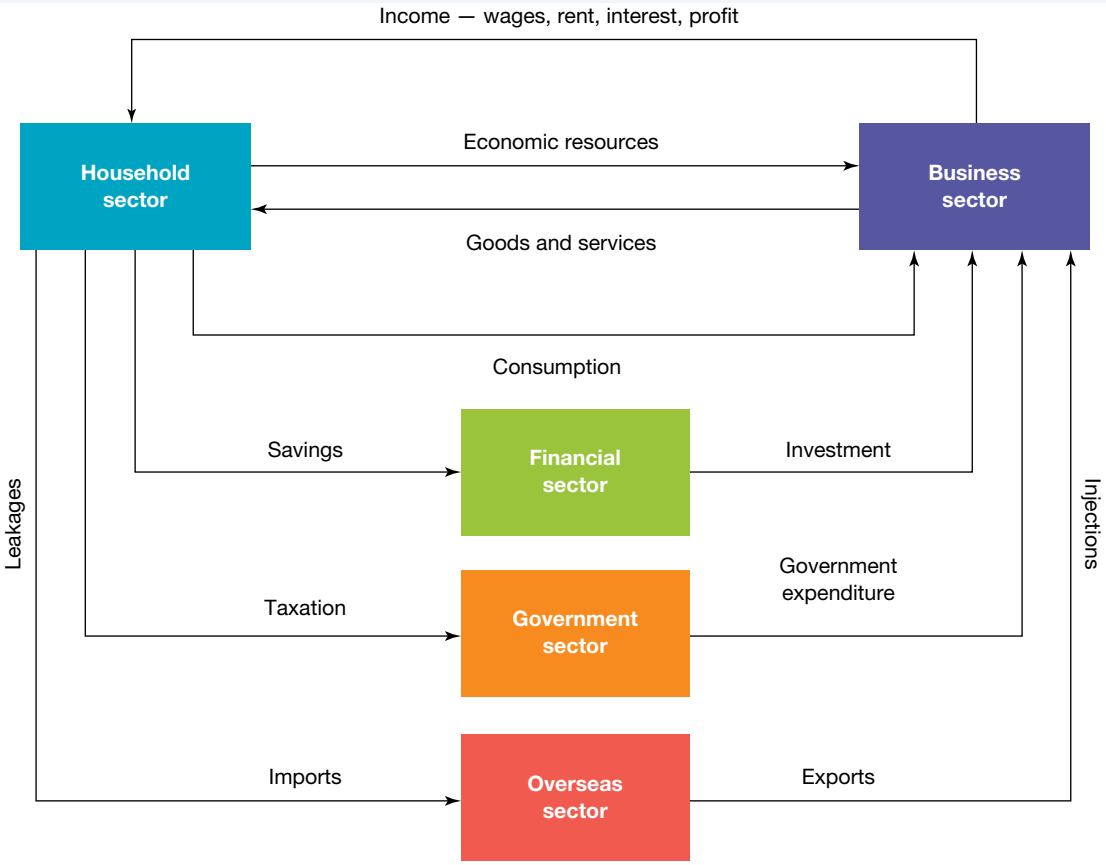
imports goods and services purchased by local consumers from overseas businesses

- Some products cannot be made here as efficiently as they can be in other countries. A lot of the highly sophisticated machinery used in factories here is imported. However, such machinery can help local factories remain competitive by producing goods more cheaply.
- Imported goods are sometimes cheaper than locally produced goods, so local producers can find it difficult to compete with imported products. Some local producers may even be forced to close down. Australian clothing and footwear manufacturing has declined since the 1980s as cheaper imports from Asian countries have increased dramatically. While this may not be good for those Australian manufacturers, it is a positive trend for consumers because they have access to cheaper clothing.

FIGURE 3 Australia imports many goods from overseas and exports to many other countries.

By adding overseas trade to the circular flow diagram, we can see how overseas consumers and producers participate in the Australian economy. As shown in **FIGURE 4**, we can see that households spend money buying imports from overseas businesses, while businesses can earn money from exporting goods and services to overseas consumers. Exports are good for the Australian economy because they bring money into our market system, while imports take money out of the country and pay it to overseas businesses.

FIGURE 4 The circular flow of money between households, businesses, financial intermediaries, government, and overseas consumers and businesses in the Australian economy



If we consistently spend more on imports than we earn from exports, money will continue to flow out of the country. Ultimately this will leave us poorer as a nation. Ideally, we want to sell enough exports to provide us with the extra money needed to pay for the goods and services we need to import. If we have more money flowing into Australia from exports than we have flowing out to pay for imports, this additional money can add to our wealth as a nation.

18.2.4 Trade with the Asia region

As a relatively wealthy and advanced economy, Australia is an important trading nation for countries in the Asia region. As illustrated in **TABLES 1** and **2**, in 2019–20 over 82 per cent of Australia's trade with our top ten trading partners was with Asian countries. Seven of our top ten trading partners were Asian countries, including three of the top five.

Let us examine the importance of China as our largest trading partner. As you can see from **TABLE 1**, the value of our exports to China is A$167.6 million. This represents 46.3 per cent of our exports to Asia, and is just over 50 per cent more than the value of imports from that country. The largest proportion of our exports to China is made up of iron ore and coal, which China buys to fuel its industrial growth. Japan and South Korea are also large buyers of Australian mineral resources. The value of our exports adds to Australia's wealth; we are able to use the money we earn from selling our exports to pay for the goods and services that we import from other countries.

TABLE 1 Australia's trade with our top ten Asian country trading partners in 2019–20

Position	Country	Exports A$ million	%	Imports A$ million	%	Total trade A$ million	%
1	China	167.6	46.3%	83.4	34.5%	251	41.6%
3	Japan	56.2	15.5%	23	9.5%	79.2	13.1%
4	Republic of Korea	27.6	7.6%	11.2	4.6%	38.8	6.4%
6	Singapore	17	4.7%	14.3	5.9%	31.3	5.2%
8	Malaysia	10.5	2.9%	11.2	4.6%	21.7	3.6%
9	India	18.6	5.1%		0.0%	18.6	3.1%
10	Thailand		0.0%	16.3	6.7%	16.3	2.7%
	Total	**297.5**	**82%**	**159.4**	**66%**	**456.9**	**76%**

Source: Data derived from Trade and Investment at a glance 2021, Australian Government-Department of Foreign Affairs and Trade.

TABLE 2 Australia's trade with our top ten non-Asian country trading partners in 2019–20

Position	Country	Exports A$ million	%	Imports A$ million	%	Total trade A$ million	%
2	United States	27.4	7.6%	53.4	22.1%	80.8	13.4%
5	United Kingdom	21	5.8%	15.7	6.5%	36.7	6.1%
7	New Zealand	15.7	4.3%	13	5.4%	28.7	4.8%
	Total	**64.1**	**18%**	**82.1**	**34%**	**146.2**	**24%**

Source: Data derived from Trade and Investment at a glance 2021, Australian Government-Department of Foreign Affairs and Trade.

More than 82 per cent of the value of our exports in 2019–20 was earned from selling to Asian countries. This money was particularly important because most of our non-Asian trade involved much higher levels of imports than exports. When we compare the value of exports with the value of imports, we can calculate

Australia's **balance of trade**. If the value of exports is greater than the value of imports in a particular period of time, we are said to have a *trade surplus* for that period. If the value of imports is greater than the value of exports, we are said to have a *trade deficit*. We can see from **TABLE 3** that in 2019–20 Australia had an overall trade surplus with our ten largest trading partners. When we look at trade with individual countries, we see that we had a trade surplus with some of them and a trade deficit with others.

balance of trade the difference between the value of a country's exports and the value of its imports over a specific period of time

TABLE 3 Australia's trade with our top ten trading partners in 2019–20 (Asia and non-Asian countries)

Position	Country	Exports A$ million	%	Imports A$ million	%	Total trade A$ million	%
2	Trade with Asia	297.5	82.3%	159.4	66.0%	456.9	75.8%
5	Non-Asian trade	64.1	17.7%	82.1	34.0%	146.2	24.2%
	Total	**361.6**	**100%**	**241.5**	**100%**	**603.1**	**100%**

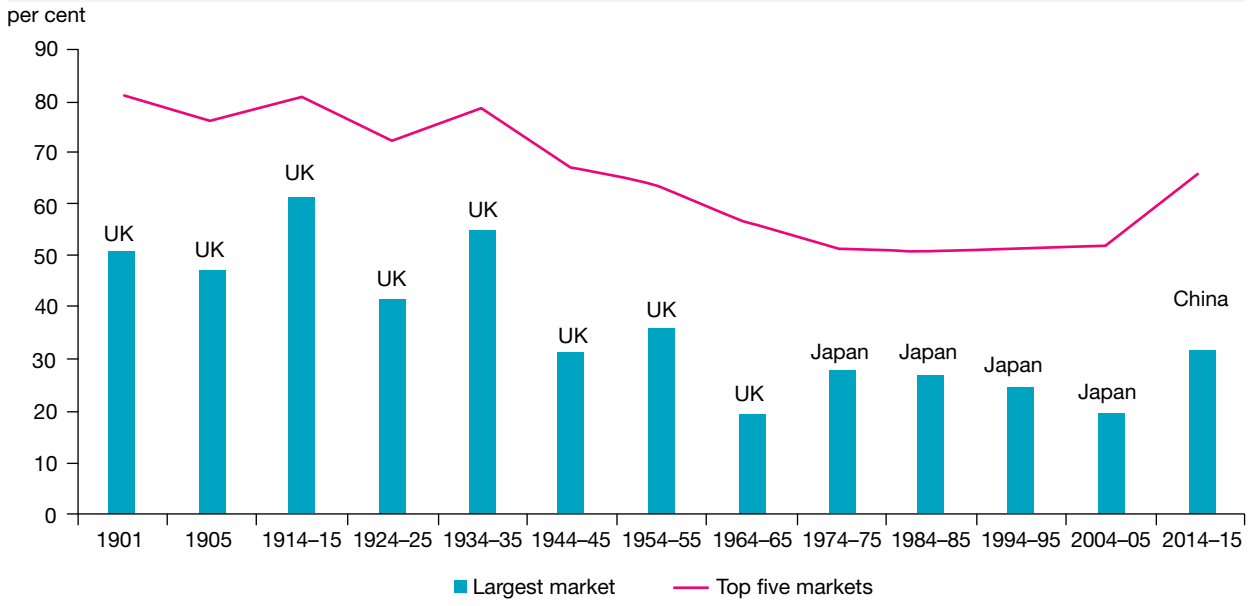
Source: Data derived from Trade and Investment at a glance 2021, Australian Government-Department of Foreign Affairs and Trade.

18.2.5 Trade patterns with the Asia region

Trade between Australia and the countries of Asia has not always been as significant as it currently is. Traditionally, due to our historic and symbolic ties with the United Kingdom, much of our trade has been with the United Kingdom and similar Western nations.

FIGURE 5 shows how trade with Western nations such as the United Kingdom, the United States and New Zealand have lessened in importance compared with trade to China, Korea, Japan and Singapore.

FIGURE 5 Share of top five export markets to total exports, 1901–2015



Source: Data based on Australia's Trade since federation, p.6., 2016. Department of Foreign Affairs and Trade website – http://www.dfat.gov.au.

Since 1949–50, trade with China has increased significantly — the value of our exports has increased 16 025 300% while the value of our imports has increased 4 302 920%. This is in comparison with our trade with the United Kingdom where the value of our exports has increased 3853% while the value of our imports has increased 2233%.

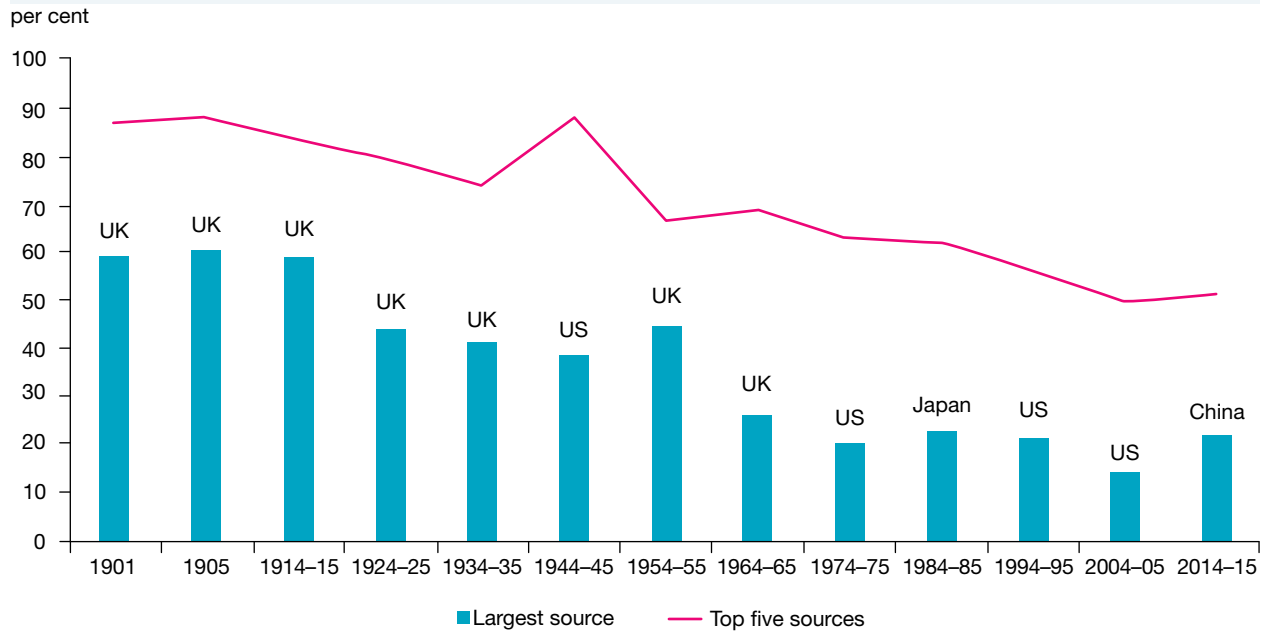
A summary of the changing nature of Australia's trade since Federation is shown in **FIGURE 6**.

In the same manner, the composition of Australia's trade has changed over time. A phrase used since Federation was 'Australia rides on the sheep's back' — a reference to our dependence on wool exports from

1901 through to the 1960s. Since the 1980s, Australia has relied more heavily on our resources — coal and iron ore being the dominant exports.

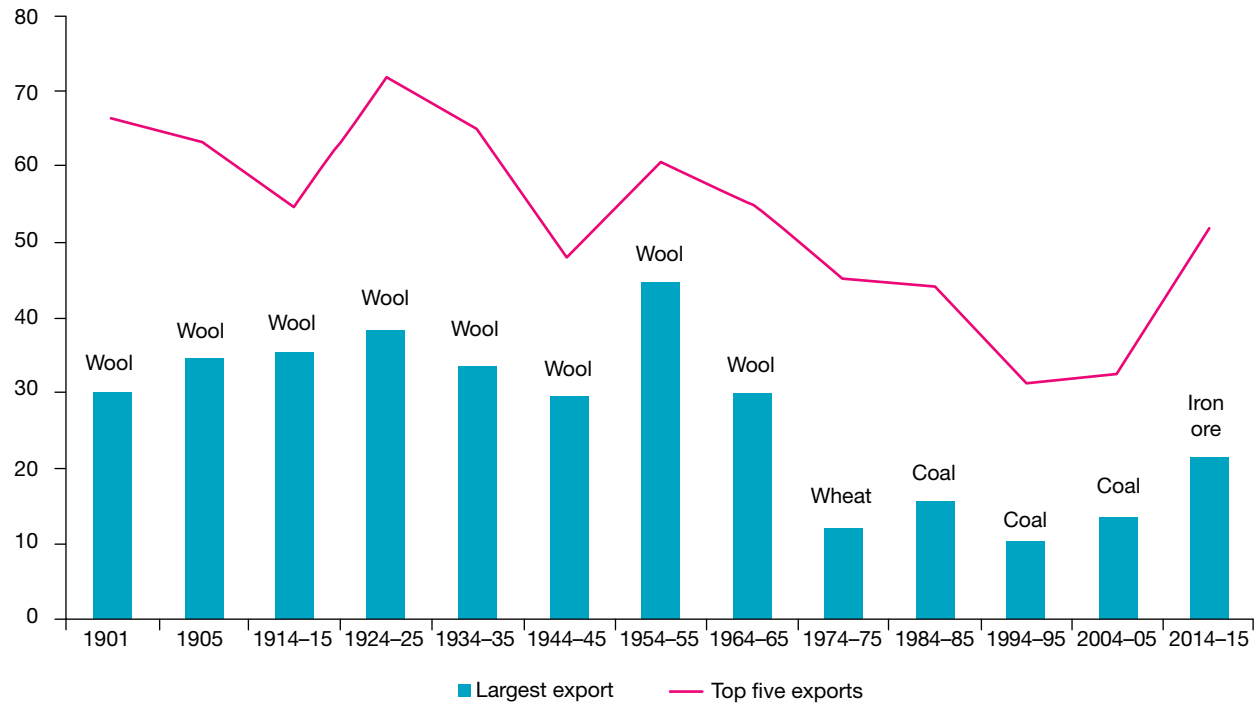
FIGURE 7 shows the trend in exports since Federation and **FIGURE 8** shows the industry share of GDP since Federation.

FIGURE 6 Share of top five import sources to total imports, 1901–2015



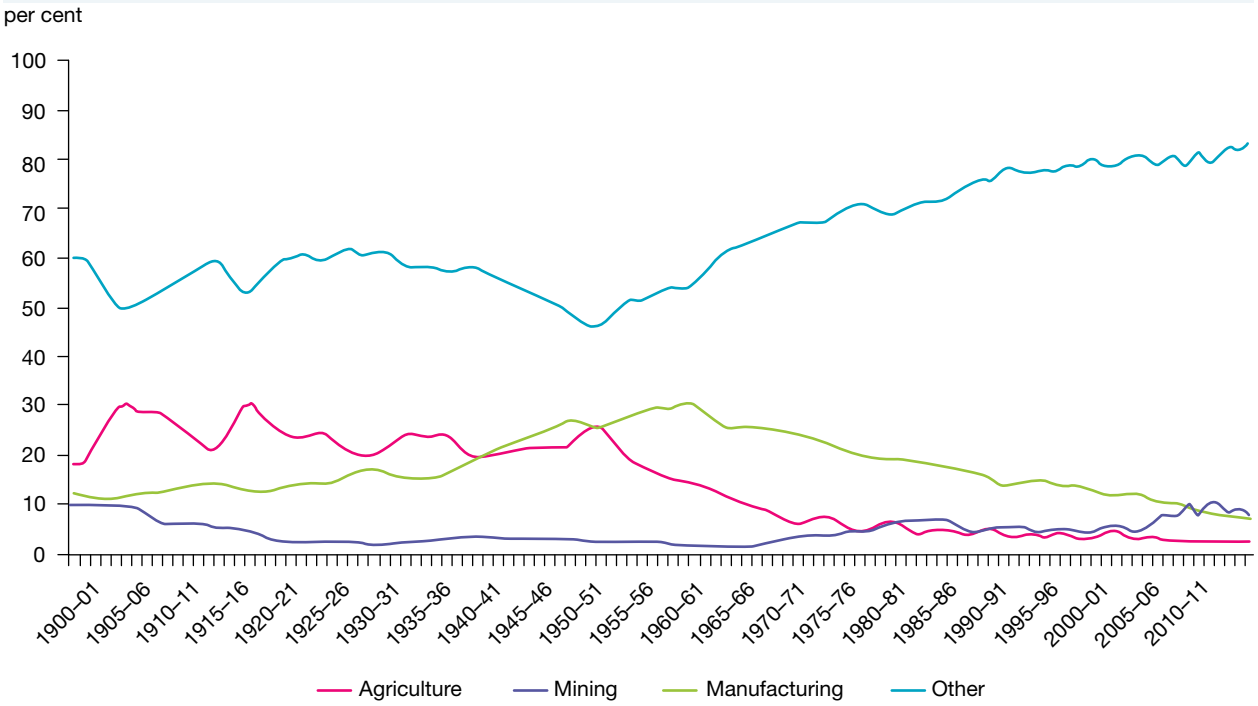
Source: Data based on Australia`s Trade since federation, p.6., 2016. Department of Foreign Affairs and Trade website – http://www.dfat.gov.au.

FIGURE 7 Share of top five export commodities to total exports, 1901–2015



Source: Data based on Australia's Trade since federation, p.6., 2016. Department of Foreign Affairs and Trade website – http://www.dfat.gov.au.

FIGURE 8 Industry share of GDP in Australia, 1901–2015



Source: Data based on Australia's Trade since federation, p.6., 2016. Department of Foreign Affairs and Trade website – http://www.dfat.gov.au.

on Resources

Weblink Department of Foreign Affairs and Trade

18.2 SKILL ACTIVITY: Interpreting and analysing

Use the **Department of Foreign Affairs and Trade** weblink in your Resources panel to answer the following.

a. Which goods make up most of Australia's imports from China, Japan and Thailand?
b. Which goods make up most of Australia's exports to the United States and New Zealand?
c. Which goods make up most of Australia's imports from the United Kingdom and Germany?
d. **Suggest** one reason why Australia imports the products it does from China.
e. **Provide** one reason to explain why Australia imports goods and services from the United Kingdom despite the long distance between Australia and the United Kingdom.

18.2 Exercise

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18.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 6, 7	8, 9	4, 5, 10

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Check your understanding

1. Exports are goods and services which are bought from other countries and imports are those which are sold to other countries. True or false?
2. A trade deficit is where the:
   - A. value of imports exceeds the value of exports.
   - B. value of exports exceeds the value of imports.
   - C. value of exports matches the value of imports.
3. A trade surplus is where the:
   - A. value of imports exceeds the value of exports.
   - B. value of exports exceeds the value of imports.
   - C. value of exports matches the value of imports.
4. **Explain** why countries trade.
5. **Explain** the impact of international trade on the flow of money in the Australian economy.

Apply your understanding

Evaluating, concluding and decision-making

6. **Identify** one benefit and one disadvantage of exporting goods to other countries.
7. **Identify** one benefit and one disadvantage of importing goods into Australia from other countries.
8. Australia generally has a trade deficit. **Outline** why this occurs.
9. **Examine TABLES 1, 2** and **3** and answer the following:
   - a. Why was Australia's trade with China in 2019–20 of greater benefit to our economy than our trade with the United States?
   - b. With which country did Australia have its greatest trade deficit in 2019–20? **Justify** your answer.
   - c. With which country did Australia have its greatest trade surplus in 2019–20? **Justify** your answer.
10. In 2019–20, Australia had a trade surplus with only four of our top ten trading partners and a trade deficit with the other six. **Explain** whether or not we should regard this as a serious problem.

LESSON
18.3 What goods and services are imported into Australia?

LEARNING INTENTION

By the end of this lesson you should be able to identify what goods and services we import into Australia and from where, and explain why we import these goods and services.

TUNE IN

Australia relies on imports for goods and services we can't produce by ourselves, can't produce at a reasonable price or as part of a trade agreement with other countries.

So, who do we buy from and why?

In small groups, brainstorm a list of products we buy from overseas and why we may buy them. Share your group's thoughts with the class.

FIGURE 1 Australia imports many goods and services from other countries

ONE
ONE
ONE

As previously discussed, an import is a good or service that is produced overseas and then brought into Australia. Businesses bring imports into the country and then sell them to other businesses or directly to the public. When we travel and spend money on an overseas holiday, this has the same effect on the economy as importing goods and services. In this case we are taking our money to other countries to spend on goods and services there rather than physically bringing the products to our country. The economic effect is that the money goes to overseas businesses, so the impact on the Australian economy is the same.

FIGURE 2 The spending of money by overseas tourists in Australia is an invisible export.

Similarly, when overseas tourists come to Australia and spend their money, this has the same impact on our economy as exporting goods and services. In this case, money from overseas consumers is coming into Australia and being paid to Australian businesses just as if those businesses had sent their products overseas. Economists sometimes refer to the spending of money by Australians overseas as 'invisible imports' and the spending of money here by overseas visitors as 'invisible exports'.

Most shops sell imported products. Check the shelves in your local supermarket, or go into any store selling electrical goods. Look at the labels on the clothes in your wardrobe or other products you have bought recently. Most businesses carry a range of products that are made both locally and overseas. Imported products can also be bought online, bypassing local businesses that import goods to sell to Australian consumers.

FIGURE 3 Consumers can find imported goods in almost every store.

18.3.2 Where do we import from?

Australian imports come from all over the world. Globalisation allows us to buy overseas products in local stores or in our own homes using the internet.

As we can see from **TABLE 1**, over 40 per cent of our imports in 2019–20 came from our top ten trading partners in Asia and over 64 per cent of our total imports came from our top ten trading partners.

TABLE 1 Australia's top ten goods and services imports in 2019–20 ($ billion)

Rank	Sources	Goods	Services	Total	% share
1	China	81	2.4	83.4	21
2	United States	37.4	15.9	53.4	13.4
3	Japan	19.2	3.7	23	5.8
4	Germany	13.7	3	16.7	4.2
5	Thailand	14.6	1.8	16.3	4.1
6	United Kingdom	7	8.8	15.7	4
7	Singapore	9.2	5.1	14.3	3.6
8	New Zealand	7.5	5.5	13	3.3
9	Republic of Korea	10.6	0.6	11.2	2.8
10	Malaysia	10.1	1.1	11.2	2.8
Total top ten sources		210.3	47.8	258.1	64.9
Total imports		**310.8**	**87.1**	**397.9**	**100**
of which:	APEC	219.9	48.1	267.9	67.3
	ASEAN	47.3	13.8	61.1	15.4
	EU (excl UK)	47	12.9	59.9	15.1
	OECD	140.4	51.6	192.1	48.3

Source: Trade and Investment at a glance 2021, Australian Government-Department of Foreign Affairs and Trade.

18.3.3 What goods and services do we import?

TABLE 2 shows the top twenty imports of goods and services into Australia in 2019–20. Although it only made up 8.4 per cent of total imports by value, the largest single import was the invisible import of Australians travelling and spending money overseas.

While we are used to seeing imported clothing and home electrical goods in our shops, neither of these types of imports were included in the top ten in 2019–20 (excluding computers).

FIGURE 4 Most electrical goods sold in Australia, such as televisions, are imported.

18.3.4 Why do we import goods and services?

Australia imports many products, and does so for many reasons. Australian producers may not make a product as efficiently as it is made in another country, or a particular raw material may not be produced in sufficient quantities to satisfy demand. Australia began mining its own reserves of petroleum in the 1960s,

but production peaked in the year 2000 and has been in decline ever since. As a result the importation of both crude and refined petroleum has steadily increased since then, amounting to 8.5 per cent of all imports in 2019–20. Similarly, the importation of passenger motor vehicles and goods vehicles amounted to 8.5 per cent of imports in 2019–20 and, with the closure of Australia's motor industry in 2017, this percentage is likely to increase.

TABLE 2 Australia's top 20 goods and services imports in 2019–20 ($ billion)

Rank	Commodity	$ million	% share
1	Personal travel (excl education) services	33288	8.4
2	Refined petroleum	21721	5.5
3	Passenger motor vehicles	19093	4.8
4	Telecom equipment & parts	15230	3.8
5	Computers	10398	2.6
6	Freight services	10363	2.6
7	Crude petroleum	9474	2.4
8	Gold	8812	2.2
9	Professional services	8291	2.1
10	Medicaments (incl veterinary)	8124	2
11	Goods vehicles	8075	2
12	Pharmaceuticals products (excl medicaments)	6075	1.5
13	Telecom, computer & information services	5952	1.5
14	Technical & other business services	5792	1.5
15	Passenger transport services	5242	1.3
16	Charges for intellectual property	4914	1.2
17	Furniture, mattresses & cushions	4828	1.2
18	Civil engineering equipment & parts	4453	1.1
19	Plastic articles	4099	1
20	Electrical machinery & parts	3954	1
	Total imports	**397905**	**100**

Source: Trade and Investment at a glance 2021, Australian Government-Department of Foreign Affairs and Trade.

FIGURE 5 Motor vehicles and petroleum are among the many imported products sold in Australia.

18.3.5 How do imports affect the economy?

In 2017–18, Australia's income from goods and services exports was higher than its spending on imports, resulting in a trade surplus. The same was the case in the 2016–17 financial year. However, in many other years, Australia's spending on imports has been higher than income earned from exports. Bringing imports into the country has both positive and negative effects for consumers and producers. These are outlined in **TABLE 3**.

TABLE 3 Economic effects of imports

Positive effects	Negative effects
• There is an enormous range of goods and services for consumers to buy. • Australian producers are forced to make goods and services using resources in the most efficient way because they have to compete against cheaper imported products. • Importing goods from other countries encourages those countries to buy our exports. • Australian workers may move overseas and learn other languages and cultures. More trade between countries encourages peaceful relationships and cultural exchanges.	• Australian jobs may be lost to countries with cheaper labour costs. • Imported resources may lower employment opportunities for Australian workers. • Australian industries find it difficult to compete with the lower production costs of some overseas countries. This leads to a closure of industries and loss of skills. • Money leaves the country to circulate overseas, rather than in Australia, affecting the exchange rate of the Australian dollar. • Harmful animal species as well as diseases, such as COVID-19, may be brought into the country in various ways.

DISCUSS

Overall, do you think that imports have a positive or negative effect? Why? Think about all of the effects of importing goods and services, from the increased range on offer, to the environmental consequences, and the impact on Australian workers.

18.3 SKILL ACTIVITY: Evaluating, concluding and decision-making

Until 2017 Australia manufactured motor vehicles in Australia. Both Ford and Holden had factories in Australia.

These factories closed down in 2017 as the costs of producing motor vehicles in Australia was higher than the cost of importing cars. Other industries have suffered a similar fate. These closures could have been prevented if more Australians were willing to buy Australian-made products.

1. **Select** a product that is made in Australia but can also be purchased from overseas — name the product and the country that we could import from; for example, tinned tomatoes. Coles and Woolworths both sell tinned tomatoes made in Australia but also tins imported from overseas.
2. **Create** an advertisement (webpage or poster) to encourage consumers to buy Australian products.
3. **Present** your advertisement to the class and **explain** why you believe it could encourage the purchase of the Australian-made product.
4. **Explain** one reason why the promotion of Australian-made products may cause conflict with our trading partners.

18.3 Exercise

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18.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 6	3, 4, 7, 8	5, 9, 10

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Check your understanding

1. **Define** 'imports'. Imports are goods and _____ produced _____ but sold in _____.
   Australia / services / overseas
2. **Identify** two reasons Australia imports goods and services from overseas.
   - A. To support smaller, local businesses
   - B. A particular product may not be available in the domestic market
   - C. To increase employment opportunities for Australian workers
   - D. Raw materials needed for the production of a particular product may not be in enough supply to fulfill demand
3. Which type of goods made up our largest percentage of imports by value in 2019–20?
   - A. Computers
   - B. Crude petroleum
   - C. Personal travel services
   - D. Refined petroleum
4. Which countries were our top three sources of imports in 2019–20?
5. **Identify** the region of the world where the majority of our imports are sourced, and provide a reason for why this is the case.

Apply your understanding

Communicating

6. **Explain** what is meant by the terms 'invisible imports' and 'invisible exports'.
7. **Explain** how purchasing imported goods can:
   - a. improve our standard of living
   - b. reduce our standard of living.

Questioning and researching

8. **Name** five examples of imports that you and your family purchase regularly. **Identify** their countries of origin.
9. **State** three stores in your local area and list some of the imported products they stock.

Evaluating, concluding and decision-making

10. What type of imports do you think will increase in Australia in years to come? **Justify** your response.

LESSON
18.4 How do global events impact the Australian economy?

LEARNING INTENTION

By the end of this lesson you should be able to provide examples of global events that have affected the Australian economy and explain how events overseas can have an impact on Australia and our economy.

TUNE IN

In 2020 parts of Australia were being ravaged by bushfires. Responding to a request for assistance, both the United States and Canada sent firefighters to Australia to assist in managing the fires.

FIGURE 1 Firefighters from around the world banded together to manage the devastating fires.

1. Consider why the United States and Canada would send firefighters to Australia.
2. Are there any other circumstances you can imagine where one country may send assistance to another country?
3. Discuss this question and your answers as a class.

18.4.1 Positive and negative effects

Today all countries are connected to a greater extent than ever before in human history. International trade has contributed to economic growth and the generation of wealth in all nations that engage in the import and export of goods and services. Developments in travel and communications have made trade easier and broken down many traditional barriers between countries. While we have benefited in many ways from these connections with other countries, there have also been some detrimental effects. The ease of travel between countries has seen the rapid international spread of infectious diseases, while the widespread use of electronic communication has made internet fraud and identity theft much easier for criminal groups.

FIGURE 2 International flights have made travel between countries quick and easy, but they come with risks such as the possibility of spreading contagious diseases across the globe.

18.4.2 Our interconnected world

The growth of trade between almost all countries has created greater economic interdependence between those countries. As a result of this interconnectedness, both positive and negative economic events can spread quickly between trading partners. The economic growth of China since the 1980s has had a beneficial effect on many other countries that trade with it. On the other hand, problems with housing loans that began in the United States in 2006 eventually spread to many other countries, creating a global financial crisis.

The growth of the Chinese economy

Since the early 1980s, the Chinese government has pursued a number of policies designed to bring about rapid economic growth. Economic growth is measured by increases in a country's **gross domestic product (GDP)**. As GDP is the total value of all goods and services produced in a country in any given year, the rate by which GDP increases each year is effectively the rate of economic growth of that country. From 1979 until 2010, China's average annual GDP growth was 9.9 per cent. Since 2010, the rate of growth has slowed somewhat, with a rate of 6.3 per cent recorded for 2018. One way in which the Chinese have been able to achieve this level of growth is through a rapid expansion in trade with other countries. As a result of this policy China has become the world's largest trading nation, with a total trade value of US$4.1 trillion in 2017.

China has set out to increase its manufacturing capacity in order to provide all the goods and services required by its own huge population and also to export to other countries. It has had to import large quantities of raw materials from other countries, including the materials to build hundreds of new factories and the fuel to power them. Countries such as Australia have benefited enormously from this growth in the Chinese economy. As we have seen, China is Australia's largest export customer, buying large quantities of Australian iron ore and coal. For a roughly 10-year period from the mid 2000s, this generated a mining boom in Australia that contributed significantly to our growth in GDP.

Australia also imports large quantities of consumer goods from China, particularly clothing and other textile products, as well as increasing quantities of electronic goods and other home appliances. Most of these are produced more cheaply than we can produce them ourselves, so Australian consumers benefit from paying lower prices for a wide variety of goods imported from China.

gross domestic product (GDP) the value of all the goods and services produced within a country in a given period of time (usually a year). It is often used as an indicator of a country's wealth.

Global financial crisis (GFC)

During the early years of this century, many US banks lent money in mortgage loans to people who were ultimately unable to repay the amount they had borrowed. In 2006 and 2007 a fall in US house prices left many of these people with houses that were valued less than the money owing on their mortgage loans. When large numbers of them defaulted on their loans and had to abandon their houses, many of the banks and other financial intermediaries lost a lot of money, severely damaging the reputation of the US financial system. This led to a tightening of credit: banks lent less money and there was a slowing in growth of the US economy. In 2008 the US economy went into **recession**. Around 9 million people lost their jobs in the following two years.

In response to the problems in the US banking system, other banking systems throughout the world placed restrictions on lending. This led to a recession in much of the rest of the world. In many European countries GDP declined by as much as 10 per cent, with some countries experiencing even greater decreases in economic growth and high levels of unemployment. Recession was largely avoided in Australia because the government rapidly increased spending, injecting more money into the circular flow and stimulating economic growth.

The global financial crisis (GFC) of 2008 and 2009 occurred because of the close connections between the economic and financial systems of most of the world's countries. International trade and the flow of money between nations means that events that occur in one country can have an influence on the economic conditions in other countries — for better or worse.

FIGURE 3 China produces high-quality electronic products more cheaply than we can in Australia.

FIGURE 4 Many US home owners had to abandon their mortgaged homes when house prices fell dramatically during 2006 and 2007.

recession a period of decline in economic growth when GDP decreases

18.4.3 Natural disasters

A natural disaster can have a serious economic impact on a country. When houses and businesses are destroyed, money and resources are needed to repair and replace them. These resources cannot therefore be used for other purposes. In February 2009 the Black Saturday bushfires in Victoria caused damage to the Victorian economy valued at more than $5 billion. In January 2011, floods in Queensland damaged many homes and businesses, and also devastated a great deal of valuable farming land. The resulting shortages forced up food prices all over Australia. Rail lines and coal mines were also damaged. Drought throughout much of New South Wales, Queensland and South Australia in 2018 led to farmers needing government assistance to continue on the land. In February 2022, serious flooding in Queensland destroyed farmland and livestock, threatening future food supplies and placing farmers and graziers under significant financial stress.

A 2012 report by the Centre for Australian Weather and Climate research at the Bureau of Meteorology found that the impact of tropical cyclones in the north of Western Australia costs the Australian economy between $40 and $100 million per year from direct damage alone. In addition, the economy is indirectly affected by the impact of natural disasters on industry; for example, mining and agricultural operations in the north of the state that are vulnerable to extreme weather events.

FIGURE 5 The Queensland floods affected food prices all over Australia, as well as some of our export industries.

Natural disasters in other countries can also affect the Australian economy, particularly if they occur in the Asia region to which we are so closely tied.

The 2011 Japanese earthquake and tsunami

In March 2011 the largest earthquake ever to hit Japan occurred under the ocean to the country's east, causing a 40-metre tsunami. As many as 18 000 people are believed to have died. Tens of thousands of buildings were destroyed, and a meltdown at the Fukushima nuclear power station led to serious radioactive pollution. There was an immediate slowdown in the growth of the Japanese economy, but the international economy was also seriously affected. Japan is a major trading nation and the world's third largest economy. Japanese cars, computers and electronics products are assembled in many factories around the world, and they rely on parts imported from Japan. The slowdown in the Japanese economy had an impact on many Japanese-owned businesses globally.

Japan is Australia's second largest trading partner, so an event as dramatic as the 2011 tsunami had an impact on Australia's economy, although the effects were largely short term. These effects were positive as well as negative:

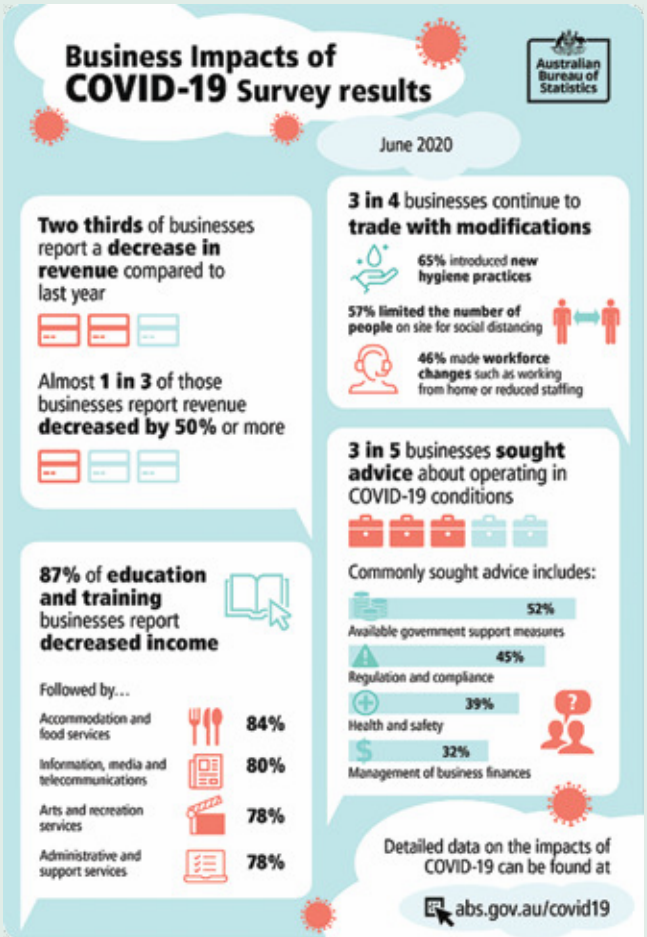
- The slowdown in the Japanese economy resulted in a reduction in demand for Australian exports such as coal, iron ore and beef. However, the reconstruction effort in Japan eventually led to a rise in demand for steel, so many of these exports subsequently increased.
- Pollution from the Fukushima nuclear power station raised concerns about the safety of the food supply in that area. This led to a rise in imports of food into Japan. As a significant supplier of food to Japan, Australia exported more food to that country in the period after the tsunami.
- The nuclear meltdown also caused Japan to reassess its reliance on nuclear power. As a result, it has been making greater use of coal- and gas-fired power stations. This is likely to result in a higher demand for coal and liquefied natural gas (LNG) from Australia. The 13 million tonnes of LNG exported from Australia to Japan in 2010 rose to 24.8 million tonnes in 2016–17.

FIGURE 6 The destruction caused by the 2011 tsunami had an impact on Japan's trading partners as well as on its own economy.

18.4 SKILL ACTIVITY: Communicating

The COVID-19 pandemic of 2020 had an unprecedented impact on global trade in goods and services. The grounding of international airlines and the closing of borders (both international and within Australia) closed tourism businesses. Lockdowns led to significant downturns, and in many cases closing of businesses, in retail, hospitality and various other industries.

1. Use the **ABS: COVID-19 impacts** weblink in your Resources panel to **research** the impacts of the pandemic. Use the reports from the Australia Bureau of Statistics about the impacts of COVID-19 on Australian businesses and the economy to **create** an infographic about how the pandemic affected one specific part of the Australian economy.
   Examples could include:
   - the impact on a specific industry, such as hospitality or agriculture
   - the impact on imports and exports to/from a specific country or region, such as China
   - the impact on a specific area in Australia, such as your local area.



Source: © Commonwealth of Australia. Retrieved from Australian Bureau of Statistics, 5676.0.55.003 — Business Indicators, Business Impacts of COVID-19, June 2020.

Resources

Weblink ABS: COVID-19 impacts

18.4 Exercise

learnon

18.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4, 6	7, 8, 9	5, 10

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Check your understanding

1. A recession is
   - A. a period of negative economic growth during which GDP decreases.
   - B. a period of positive economic growth.
   - C. a period in which GDP increases.
   - D. a period of time in which a country has a trade surplus.
2. **Explain** what is meant by 'global financial crisis'.
   - A. A crisis that affected many countries across the world.
   - B. The total value of all goods and services produced in a country in a given period of time (usually a year).
   - C. A period of incline in economic growth when GDP decreases.
   - D. When houses and businesses are destroyed and money and resources are needed to repair and replace them.
3. **Determine** whether the following statements are true or false.
   - a. Greater interconnectedness of countries can't have a positive effect on Australia.
   - b. The rate of economic growth in China has remained constant since the 1980s.
   - c. Natural disasters can have a serious economic impact on a country.
4. **Identify** one way in which the greater interconnectedness of countries can have a detrimental effect.
5. **Explain** how natural disasters can affect the Australian economy in the following:
   - a. a positive manner
   - b. a negative manner.

Apply your understanding

Evaluating, concluding and decision-making

6. **Describe** two factors that have led to the greater interconnectedness of countries.
7. **Describe** how Chinese economic growth has benefited the Australian economy.
8. **Explain** why a fall in house prices in the United States led to the global financial crisis of 2008–09.
9. **Explain** one effect the Japanese earthquake and tsunami of 2011 had on the Australian economy.
10. Northern Queensland has been subject to cyclones over the years. The same area has large numbers of sugar and banana plantations, and coal mines. The area provides sugar and bananas for the Australian domestic market, and refined sugar and coal for export. **Predict** the impact serious cyclone damage in this area would have on the following:
    - a. The price of bananas in Australian supermarkets
    - b. Australia's export trade with our Asian neighbours
    - c. The sugar plantation industry in India
    - d. The Australian confectionary manufacturing industry

LESSON
18.5 How do global supply chains operate?

LEARNING INTENTION

By the end of this lesson you should be able to explain how global supply chains operate and discuss some of the challenges inherent in their use.

TUNE IN

Businesses all around the world engage suppliers from other countries to assist them in producing their products. For example, materials may be sourced from one country, before being turned into garments in another and then sold in a third country. Analyse **FIGURE 1** to assist you in brainstorming some answers to the following questions.

FIGURE 1 Businesses around the globe are connected through the global supply chain

Source: https://www.nbcnews.com/id/wbna19421415.

1. Why do businesses use suppliers from different countries to produce a product?
2. What are the benefits?
3. What are the potential issues?

18.5.1 Land, labour and capital

In the globalised economy, the manufacture of many goods that we purchase is not restricted to one country. All goods are manufactured using a combination of raw materials (known to economists as land), human skill and effort (labour), and factory buildings and equipment (capital). Manufacturing today can have different combinations of these three resources located in many different parts of the world, with the final product sold in a variety of different countries. This situation has been aided by globalisation. Improved technology, communication and transportation networks allow businesses to source materials from anywhere in the world and also manufacture and sell anywhere in the world.

The combination of different resources, businesses and information that moves a product or service from producer to consumer is known as the supply chain, and one of the major concerns of any multinational corporation is supply chain management.

Raw materials have to be sourced from various parts of the world, and these raw materials may then be processed in a number of different countries. The manufacturing steps may occur in several locations before the finished product is available for sale. Supply chain management can be illustrated by examining the production of the mobile phone. The manufacture of a mobile phone is a worldwide process, with countries from every continent involved.

18.5.2 CASE STUDY: Supply chain management — Nokia

Nokia is one of the best known and successful mobile phone brands in the world, but it has not always produced mobile phones. It is a Finnish company that has been in operation since 1865, producing a variety of goods including cables, toilet paper and rubber boots.

In the early 1990s, Nokia reinvented itself and started focusing on technology in the mobile phone industry. With this change in focus the company began operations as a multinational business, operating factories and selling its product worldwide. This transformation did not come without its problems. The popularity of mobile phones and the Nokia brand meant that in 1996 the company did not have the factories capable of producing the number of phones demanded. In response, it began the globalisation of the Nokia operation, with a particular emphasis on updating its supply chain management.

FIGURE 2 The popularity of Nokia phones prompted the company to globalise its operations.

Raw materials

The electronic and electromechanical components of a mobile phone require a variety of minerals, sourced from all over the world. Copper for internal wiring comes mainly from Chile, Australia and Peru, although this important metal is also supplied by other countries in South America, Asia and Africa. Other minerals such as cobalt and tantalum from central Africa, and zinc, mercury and nickel from Africa, Asia, South America and Australia are all required in phone manufacturing. Plastics for the phone cases have to be processed as a by-product of petroleum from the Middle East and other oil-producing regions.

Production of components

Nokia originally made its mobile phones in Finland but because it was unable to meet demand, opened factories in other locations around the world. For many years, Nokia in Finland made a number of phone components itself and purchased other components from around a hundred different specialist manufacturers, as well as a large number of software suppliers. Electronic circuits, liquid crystal displays, cases and batteries were all then shipped from different parts of the world to be assembled into mobile phones.

FIGURE 3 Many of the minerals used in mobile phones are mined in Africa.

Assembly

From 2011, with the increasingly competitive nature of the smartphone market, Nokia was forced to further restructure its operations. In 2012 it closed its last factory in Finland, and its phones were then produced (in some cases under licence by other manufacturers) in a number of factories throughout Asia, Europe, and North and South America (see **FIGURE 4**).

The assembly of Nokia handsets in various factories worldwide was in response to a demand by telecommunications companies in different countries for telephones with key features under their particular brand. Nokia would take orders from the carriers (such as Vodafone) into their production system and make hundreds of thousands of specialised phones for each carrier. This meant that a carrier could have a unique faceplate with its own logo, or with specialised software installed.

FIGURE 4 Nokia handset factories

Having become a highly successful multinational corporation, sourcing materials, manufacturing and assembling mobile phones across the globe, in 2013 Nokia sold its phone devices and services division to Microsoft. This meant that the division became part of the Microsoft multinational corporation, and its supply chain became integrated with that of Microsoft worldwide.

Subsequent restructuring, sales and acquisitions have seen the Nokia mobile phone brand continue to be a world leader — in more recent years under the ownership of HMD global, where Nokia phone manufacturing continues in factories located across the globe.

18.5.3 CASE STUDY: COVID-19 disruptions to global supply chains

aud-0552

The COVID-19 shock to supply chains

By Professor William Ho

The coronavirus pandemic is only the latest shock to supply chains — but COVID-19 is a wake-up call to businesses in terms of the cost of being under-prepared.

The Australian supermarket chain, Woolworths, has announced that it's closing all of its supermarkets nationwide early for one night, so it can restock stores in an effort to manage panic buying in the face of [the] COVID-19 pandemic.

But it's not just here in Australia. Community fears over COVID-19 has led to consumers around the world panic-buying goods.

And it highlights the risk this pandemic is posing to supply chains.

FIGURE 5 Panic buying during COVID-19 again exposed supply chain risks

In Australia, shoppers have stripped supermarkets of toilet paper, hand sanitiser and dried goods like rice and pasta. Some have even come to blows in the aisles.

Distributors like the toilet roll subscription service Who Gives A Crap? have been unable to fulfil its orders, and the supermarket chains have put in place limits on the number of purchases.

However, with most toilet paper made in Australia, manufacturers assure they can rapidly increase production to manage the surge in demand.

But this panic-buying provides us with a prime example of something called a 'demand risk' to supply chains — or a sudden surge in demand that catches manufacturers and retailers by surprise.

This can also affect other sectors on the frontline of the pandemic including the health system, tourism and hospitality, and universities.

The economic fallout of this pandemic is already telling us that businesses were ill-prepared for supply chain risks on this scale. But my research suggests most businesses can do much more to prepare.

Supply chain shock

COVID-19 is only the latest shock to supply chains.

In 2010, for instance, the eruption of Eyjafjallajökull in Iceland cost airlines $A1.7 billion as flights were grounded due to ash.

The following year, the earthquake, tsunami and nuclear disaster in Japan caused car maker Toyota to cut production by 40,000 vehicles, costing the company $US72 million each day.

Nor is COVID-19 the first disease to threaten supply chains. The 2009 H1N1 flu pandemic reduced GDPs around the world by between 0.5 and 1.5 per cent.

But COVID-19's impact on supply chains is making itself felt in a range of industries.

Apple has suffered component shortages for iPhones because of [a] temporary manufacturing plant closure in China.

Car maker, Hyundai Motors has closed seven factories in South Korea, which makes up approximately 40 per cent of global output, because of supply shortages from its China-based suppliers.

According to Channel News Asia, Airbus has shut its Tianjin factory for assembling both A320 and A330 aircrafts.

While, consumer goods company Procter & Gamble has also faced challenges as a result of its 387 suppliers across China.

Many types of risk

When most business leaders think about risks to their supply chains they focus quite narrowly on risks to supply, like raw goods or products.

But businesses need to think much more broadly than this. In our 2015 research, we identified seven different types of supply chain risk.

These include:

- Macro risks: including things like natural disasters, disease, war and major economic downturns
- Demand risks: these are sudden surges in demand, forecasting errors and misinformation
- Manufacturing risks: including strikes, accidents and poor working conditions
- Supply risks: like having only one supplier or a small supply base, supplier disruption and supplier bankruptcy
- Information risks: IT system breakdowns, information delays and lack of transparency
- Transportation risks: including disruptions to transport as a result of strikes, accidents or government controls
- Financial risks: fluctuations in exchange rates, wages and currency.

Interestingly, almost all of these risk categories are in action during the COVID-19 pandemic, but importantly, all of them can be identified and mitigated.

Doing better

The global economy has been caught by surprise by COVID-19 because, bluntly, business leaders were unwilling to invest in preparation.

There is a saying, 'chance favours the prepared', and that it what we are seeing in the COVID-19 pandemic.

Countries that were prepared to manage the virus early have managed to slow its spread — like Taiwan, Hong Kong, and Singapore — while others, like Italy and the US, are now facing major health and economic impacts.

And there are businesses that were well-prepared for the shock of COVID-19.

Printer and ink company HP has its manufacturing distributed across several different countries, including the US and Singapore. As more of us work from home in an effort to isolate ourselves, HP CEO Enrique Lorres says the company even stands to benefit from increasing demand.

Companies can better prepare for future supply chain risks by investing in capability, big data analytics and technology, like the Internet-of-Things.

In the end, the only way to mitigate the risk posed by COVID-19 is to slow down and halt the pandemic — both through containment and developing a vaccine.

While it's impossible to predict the ultimate cost of the pandemic, business should take COVID-19 as an opportunity to learn the costs of under-preparation.

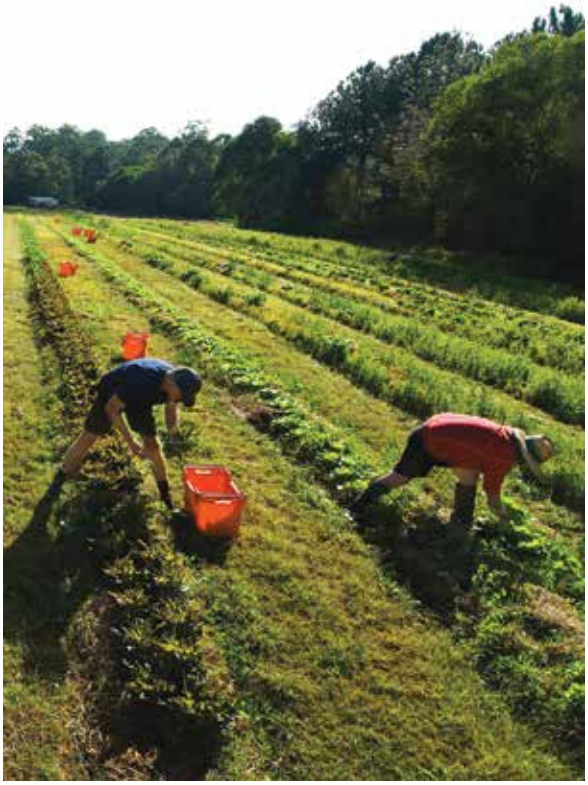
Perhaps next time there's a shocking event like this, more businesses will be prepared and the damage to supply chains will be much less.

Source: © University of Melbourne. William Ho. 'The COVID-19 shock to supply chains', retrieved from https://pursuit.unimelb.edu.au/articles/the-covid-19-shock-to-supply-chains [online resource]. Reproduced by permission under Creative Commons Attribution-No Derivatives 3.0 Australia (CC BY-ND 3.0 AU) https://creativecommons.org/licenses/by-nd/3.0/au.

18.5.4 Responsibility and sustainability issues in supply chain management

When businesses source supplies and materials from a number of different countries, there are a range of issues that may arise. The issue of legal compliance is important, as large multinational companies must abide by the laws of the country in which they are operating. Above and beyond these legal requirements is the concept of corporate social responsibility. Some businesses will choose to operate in other countries because the laws regarding labour, wage rates, mining and the environment are less strict and they want to take advantage of these laws. In terms of supply chain management, businesses should ensure that they treat employees and contractors appropriately and that any waste that results from their operations is disposed of in a manner that doesn't harm the environment.

FIGURE 6 Sandy Creek Organic Farm in Australia is a certified organic farm focusing on sustainability and preserving resources.



Corporate social responsibility is the obligation a business has, over and above its legal responsibilities, to the wellbeing of employees and customers, shareholders and the community, as well as to the environment. Ensuring sustainability is an important element among these responsibilities. Sustainability refers to the ability of a country or a business to meet the needs of its citizens now without jeopardising the ability of the country to meet those needs in the future. Mining, forestry, fishing and farming need to preserve resources so they can be used now but still be available for use in the future.

In sourcing materials and labour from various countries around the world, businesses need to ensure that their processes are ethical, responsible and sustainable in both human and environmental respects.

18.5.5 Costs and benefits of globalisation and the supply chain

Businesses that take advantage of these global supply chains are often able to benefit financially. Sourcing inputs from overseas or hiring overseas businesses to manufacture their products overseas can result in a lower cost of production. This can lead to greater profits for businesses. It can also improve the quality of the good or service as the business may access better quality inputs or take advantage of the most advanced technology to produce the good or service.

In some cases employees may also benefit as they may find employment as a result of overseas businesses sourcing Australian supplies or overseas workers gaining employment from Australian businesses sourcing inputs from their country. However, the ability to access cheaper labour and other inputs can create

unemployment in Australia as inputs may be cheaper overseas. It is also possible that cheaper labour overseas may see businesses exploit workers overseas through hiring them under local conditions which may not meet Australian wage and safety standards.

However, consumers are often the main winners from globalisation as the prices of goods and services are generally lower when businesses take advantage of cheaper inputs and labour and manufacturing around the world.

on Resources

Weblink Supply chain

18.5 SKILL ACTIVITIY: Interpreting and analysing

Investigate another multinational corporation that operates throughout the world. For example, you could **research** Nestlé or Ford, or use the internet to find examples of others.

1. **State** the home country of the selected multinational corporation.
2. **Identify** the key elements of the supply chain of the selected multinational corporation.
3. Present your information in the form of a flowchart or map.
4. **Justify** through a written statement why your selected multinational corporation may choose to operate such an international supply chain.

18.5 Exercise

learnon

18.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 4	5, 7, 8	9, 10

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Check your understanding

1. What is a supply chain?
   - A. The land, labour, capital and enterprise used to produce goods and services.
   - B. A market for trading shares in listed companies.
   - C. The sequence of processes involved in the manufacture and distribution of a product.
   - D. A type of free trade agreement.
2. What is one benefit to a business of operating as a multinational company?
   - A. Access to fewer customers as they sell in fewer countries.
   - B. Access to more customers as they sell in more countries.
   - C. Access to fewer customers as they sell in more countries.
   - D. Access to more customers as they sell in fewer countries.
3. Cobalt and tantalum, copper wiring and plastics are used in the production of mobile phones. **Identify** the countries where each of these materials are sourced.
   - a. Middle East
   - b. Australia
   - c. Central Africa
   - d. Brazil
4. **Identify** the three elements in the production of goods.
5. **Explain** why Nokia had to globalise its phone manufacturing business.

Apply your understanding

Communicating

6. **Explain** what is meant by 'sustainability'.
7. Multinational companies are often accused of not acting in a socially responsible manner. **Explain** social responsibility and **analyse** this statement.
8. Corporate social responsibility is an issue that many consumers consider when purchasing goods and services. **Describe** how consumers may apply their views on social responsibility to their purchases.
9. **Describe** how businesses should respond to consumer concerns over social responsibility and the global supply chain.

Interpreting and analysing

10. **Analyse** how a developing country may welcome multinational businesses.

LESSON
18.6 What are transnational corporations?

LEARNING INTENTION

By the end of this lesson you should be able to describe the growth and development of transnational corporations and explain the benefits and challenges associated with these entities.

TUNE IN

Car manufacturers are well-known for having manufacturing plants or factories around the world — indeed, until 2017 Ford had two such factories in Victoria, one in Geelong and one in Broadmeadows.

FIGURE 1 The location of Fiat car manufacturing plants around the world

1. Why do you think Fiat would operate such factories?
2. What is the benefit of having multiple factories in multiple locations?

18.6.1 What is the difference between an MNC and a TNC?

A **multinational corporation (MNC)** is a business that produces and sells its products in a number of countries throughout the world. MNCs have their headquarters in one country and they establish subsidiaries in other countries. The subsidiaries are located in countries that provide the resources and conditions necessary for them to operate. MNCs have many features in common with transnational corporations, or TNCs. Both are large companies that operate in many different countries; however, TNCs have a less centralised management and operational structure, managing their branches from the countries they operate within, rather from one main location in their home country. MNCs represent the highest level of involvement in global business, where national borders do not represent barriers to trade. MNCs conduct a large percentage of their business outside of their home country.

FIGURE 2 Video screen billboards in London advertising MNCs

multinational corporation (MNC) a large business organisation that has a home base in one country and operates partially or wholly owned businesses in other countries

18.6.2 Worldwide assets and sales

TNCs come in many different forms. Sanyo, McDonald's, Unilever, Ford, News Corporation and BHP are just a few of the well-known foreign and Australian transnational corporations.

The degree to which a business is a genuine transnational company can be measured by examining the proportion of its sales that occur outside its home country. **TABLE 1** shows ten of the largest transnational corporations and the percentage of their sales that occur outside their home countries.

FIGURE 3 A Toyota dealership in Lithuania

Many of these corporations have factories and assembly plants spread around the world. For example, car manufacturer Toyota has manufacturing or assembly plants in 27 different countries spread across Europe, North and South America, Asia and Africa, in addition to its home base in Japan. A substantial proportion of Toyota's employees work in countries other than Japan, and in 2012 it became the first motor manufacturing company to produce more than 10 million cars in one year worldwide. Oil companies such as Exxon Mobil and BP drill for oil in different locations across the world and have oil refineries in many countries. French energy company GDF Suez owns electricity generation assets around the world, including a number of gas-fired power stations in Western Australia and South Australia.

TABLE 1 Ten largest TNCs by percentage of sales that occur outside home countries

Company	Home country	Overseas sales as a percentage of total sales
Nestlé	Switzerland	97.8
Vodafone	Britain	88.3
Siemens	Germany	85.3
British Petroleum (BP)	Britain	79.8
Volkswagen	Germany	78.3
Honda	Japan	77.7
Total (oil)	France	76.9
Exxon Mobil	USA	73.0
GDF Suez (electricity)	France	65.6
Toyota	Japan	60.8

Source: Table based on information from the UN Committee on Trade and Development (UNCTAD).

18.6.3 The biggest and richest

Some of the largest MNCs have annual revenues that exceed the GDP of many countries. In 2021, a number of companies reported revenue figures in excess of $250 000 million. US retail giant Walmart earned over $500 000 million exceeding the $485 900 million it earned in 2018 when it was ranked as the 24th in terms of GDP if it were a country. The top ten MNCs by revenue for 2021 are shown in **TABLE 2**.

TABLE 2 Top ten multinational corporations by revenue, 2021

	Company	Home country	Activity	Revenue (US$ million)
1	Walmart	USA	Retail	523 964
2	Sinopec Group	China	Oil & gas	407 009
3	State Grid	China	Electricity supply	383 906
4	China National Petroleum	China	Oil	379 130
5	Volkswagen	Germany	Car manufacturing	282 760
6	Amazon	USA	Retail	280 522
7	Toyota	Japan	Car manufacturing	275 288
8	Apple	USA	ICT	260 174
9	CVS Health	USA	Healthcare	256 776
10	United Health | Group	USA	Healthcare	242 155

Source: Based on data from List of largest companies by revenue - Fortune Global 500 2022 rankings, Wikipedia, https://en.wikipedia.org/wiki/List_of_largest_companies_by_revenue#cite_note-W-1.

18.6.4 Some positives and negatives of MNCs

In 2016, 69 corporations were on the list of the top 100 **economic entities** of the world. If the wealthiest MNCs have revenue greater than many small to medium countries, they have enormous power. If an MNC acts in the best interests of the people of those countries in which it operates, those people can benefit enormously.

economic entity any person or organisation engaged in economic activity; this could be an individual, a household, a business, a government or a country

- Investment from MNCs brings money and therefore economic growth into the country.
- Parent companies and their subsidiaries may share intellectual property such as design and technology concepts. This helps less developed economies become more advanced. The flow of ideas and talent is also supported by the movement of staff between countries, even though they remain employed by the same MNC.
- The standard of living of people in less developed countries can be improved as jobs are created.
- Multinational corporations sometimes contribute towards the provision of new transport links to service their premises, and this can be of benefit to the local community.
- When a multinational company builds a new factory, this can stimulate other businesses in the surrounding area. Businesses supplying raw materials, equipment and components to the factory can benefit.

FIGURE 4 This railway line in the Pilbara in Western Australia is an example of a transport link built by a multinational mining company.

FIGURE 5 This young boy working in a textile factory in India is making clothes to supply a multinational clothing company.

On the other hand, if the multinational company does not act ethically, there may be very little that the government of a host country can do, simply because of the financial power wielded by the large company. Some MNCs have exploited host countries and their people. Examples include:

- Multinational corporations often set up production in countries that have high levels of poverty and low wages. They often employ young children, pay workers the minimum amount possible, and provide very little in the way of safe working conditions or employee benefits such as meal breaks, sick pay, holiday pay or superannuation.
- Profits are often returned to the home country rather than being used to benefit the economy of the host country.
- Many multinational will bring their own managerial and skilled staff with them, leaving only menial work for the local population.
- Many multinational corporations have a poor record in environmental matters. They often exploit the laxity of environmental regulations in the host country to pollute the air and waterways there.
- Multinational companies often use complex systems of **transfer pricing** to avoid paying tax on profits earned in the host country. This means that the government of the host country does not gain much additional revenue from the operations of the MNC.

transfer pricing when one subsidiary of a multinational corporation charges another subsidiary for providing goods or services, often resulting in profits being moved between different countries to avoid the payment of tax on those profits

18.6.5 Regulating the activities of MNCs

As a result of international concerns over the activities of some MNCs, the United Nations identified some key responsibilities for the largest multinational corporations:

- Do not use forced or compulsory labour.
- Respect the rights of children to be protected from economic exploitation.
- Provide a safe and healthy working environment.
- Pay workers enough to ensure an adequate standard of living for them and their families.
- Recognise the rights of employees to join unions and other collective bargaining organisations.

Resources

Weblink Tax Justice Network

18.6. SKILL ACTIVITY: Evaluating, concluding and decision-making

Use the **Tax Justice Network** weblink in your Resources panel to learn more about the issues associated with taxing corporations, and then use this information to answer the following.

a. **Identify** two reasons it is important to tax multinational corporations.
b. What is the difference between tax evasion, tax avoidance and tax cheating?
c. **Explain** the international system that currently exists to oversee the taxing of multinational corporations.
d. Give an example of the way in which transfer pricing is used to avoid tax.
e. **Explain** one possible solution to the current problem of MNCs avoiding tax.

18.6 Exercise

learnon

18.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
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Check your understanding

1. Companies that operate across several different countries are referred to as _____ corporations.
2. What is an economic entity?
   A. An individual person who is engaged in economic activity.
   B. A business that is engaged in economic activity.
   C. A country that is engaged in economic activity.
   D. Any person or organisation engaged in economic activity.
3. Energy production (electricity, oil and gas) represents the largest sector of business activity of transnational corporations. True or false?
4. Which MNC is the most internationalised in the world, and what percentage of its sales occur outside its home country?
5. What is 'transfer pricing' and what is the impact of its use by some MNCs?

Apply your understanding

Evaluating, concluding and decision-making

6. **Explain** three possible advantages and three possible disadvantages for a host country of having a multinational corporation set up a factory or other operation in its territory.
7. What do you think might happen if the government of a relatively poor country decided to change the laws to collect more tax from MNCs operating within its borders? **Suggest** two possible effects.

Interpreting and analysing

8. **Explain** why the United Nations might have thought it necessary to draw up a code to govern MNC behaviour.
9. What short-term and long-term benefits do you think could result for an MNC that always behaved ethically and respected human rights? **Outline** at least two of each.
10. A difficulty with MNCs is policing their activities when they breach local laws. **Analyse** why this may be a problem for some countries, and suggest a possible solution.

LESSON
18.7 How does globalisation impact the international economy?

LEARNING INTENTION

By the end of this lesson you should be able to define and give examples of globalisation and explain how it affects the Australian economy.

TUNE IN

In 2013 a clothing factory in Bangladesh collapsed killing 1134 people. The factory owners were informed that the building was structurally unsafe but they ordered employees back to work the day after the warning was issued. The building collapsed the next day.

Globalisation allows businesses to operate on a global scale. What responsibilities come with global operations?

FIGURE 1 The Rana Plaza after it collapsed.

18.7.1 The economic issues of globalisation

Globalisation provides the means for increased interaction between the consumers, producers, workers and governments in one country's economy with their counterparts in the economies of other countries. Many people use the term 'globalisation' to describe the strengthening economic ties between nations, and the resulting trade and investment opportunities. Some use it to refer to the increasing exchanges between nations at the social, political, cultural and technological levels. For others, globalisation refers to our ability to rapidly communicate with and travel to other regions of the world. In this lesson we focus on the economic issues associated with globalisation and the way they affect all participants in the global economy.

18.7.2 Effects of globalisation

Positive effects of globalisation

Globalisation can be a driving force for economic growth (an increase in the size of the economy as measured by gross domestic product). As countries encourage free trade with other countries, new markets are created. Selling more products increases company profits, and this means companies can afford to hire more workers. As a result, both companies and workers become wealthier, and the standard of living improves. As discussed previously, a trade surplus with our trading partners will result in an increase in wealth coming into the country and contributes to the circular flow of money.

FIGURE 2 Greater choice and variety of goods and services are flow-on benefits of globalisation for consumers.

Trade helps to ensure that resources are used efficiently to produce goods and services. It enables nations to specialise in the products that they make efficiently or grow naturally. At the same time, producers competing on a global rather than national level must operate efficiently to keep prices competitive. This increased focus on efficiency and cost savings provides flow-on benefits for both producers and consumers.

Negative effects of globalisation

Globalisation can create unfair working conditions for many workers in poor countries. Large multinational corporations (MNCs), for example, may shift their production factories to poorer countries where they can hire labour more cheaply. These workers may be forced to work long hours in unsafe and unhealthy factory environments for a very small wage. Workers in the home country of the MNC may lose their jobs altogether.

FIGURE 3 A downside of globalisation is the deplorable working conditions faced by many workers in poorer countries.

As well as choosing countries that have cheaper labour, MNCs may also choose to locate in countries where environmental regulation is less stringent. This may result in exploitation of natural resources and damage to the natural environment, often with little or no benefit flowing on to local communities.

MNCs also have the ability to undercut prices charged by competitors, often forcing smaller producers to close down. This results in job losses, less competition and less choice for consumers. Removal of competition can then allow MNCs to raise product prices.

What does globalisation mean for Australia?

Globalisation has affected our country in many ways:

- Many Australian companies now operate internationally, increasing their profits by selling their goods and services worldwide. Some have established their production centres in regions such as Asia to reduce labour costs.
- Globalisation has forced Australian farmers to compete at a global level to sell products such as wheat and wool. Previously they could rely on selling their crops and stock to established trading partners.
- Overseas investment by Australian companies helps to create employment and wealth in those overseas countries. Similarly, investment in Australia by overseas companies may create growth and employment opportunities that improve our standard of living.
- Importing a huge variety of goods and services allows consumers greater choice, usually at cheaper prices. Overseas-made products in almost every Australian home include electrical goods, food items, clothing and footwear, numerous television programs and even the family car.

DISCUSS

Critics of MNCs who exploit labour laws by providing poor conditions and low wages for their workers often stage boycotts of the goods and services these companies provide. Do you think this is an effective strategy to put pressure on these companies? What else could be done to force a change in this behaviour?

FIGURE 4 Globalisation in the form of shipping goods to or from other countries has advantages for Australian businesses and consumers.

18.7.3 Who oversees the global market?

A number of international organisations oversee the flow of goods, services and finance around the world. These include:

- the *World Trade Organization (WTO)*. Established in 1995, the WTO administers the rules of international trade. It is an influential organisation that has the power to rule on international trade disputes.
- the *International Monetary Fund (IMF)*. Established after World War II, the IMF's main function is to provide an orderly way of financially assisting developing countries.
- the *Organisation for Economic Co-operation and Development (OECD)*. The OECD develops economic and social policy for its members. Its 36 member countries include Australia, Japan, Korea, New Zealand and countries in Europe and North America.

FIGURE 5 Clear-felling forests helps to meet rising demands for timber. It also reduces the availability of tree hollows in old-growth forest needed by some Australian species as their habitat.

18.7.4 Is globalisation environmentally sustainable?

As the world population grows, demand for goods and services increases. Meeting this demand requires greater use of renewable and non-renewable natural resources. The manufacturing processes involved in producing ever-increasing quantities of goods results in increased pollution levels and many dangerous by-products. Other serious environmental problems associated with meeting increased demand include ozone layer depletion, destruction of old-growth forests, extinction of many plant and animal species, and climate change.

Both consumers and producers are becoming increasingly aware of the need for environmental sustainability.

18.7.5 How does the internet benefit globalisation?

The internet allows huge amounts of information to be accessed or shared very quickly, facilitating the exchange of information and ideas between individuals, businesses and governments around the world.

As e-commerce (commercial transactions such as advertising, buying and selling on the internet) increases, isolated groups such as rural exporters will be able to operate more competitively. This will provide growth opportunities for many country towns and out-of-the-way remote businesses that might otherwise have difficulty in reaching a large market.

FIGURE 6 Greater access to the internet enables even small or isolated businesses to compete efficiently in a globalised market.

18.7 SKILL ACTIVITY: Interpreting and analysing

In 1985 the world was shocked by images from Ethiopia of the impact of a prolonged drought in that country. A global music concert was organised, known as Live Aid, which saw around 40 per cent of the world's population tune into to television coverage of concerts occurring in over ten different countries.

The event raised $50 million and further fundraising saw the amount exceed $150 million eventually. It was the first time an event was held on such a global scale for a global issue.

Globalisation has allowed worldwide events to occur and to be seen around the world — the Olympics, the World Cup, the falling of the Berlin Wall, the release of Nelson Mandela and the destruction of the World Trade Center in New York.

Globalisation allows people to interact with others on a global scale. It also means that decisions by consumers, producers and governments in one country may impact the decisions of consumers, producers and governments in other countries.

FIGURE 7 Live Aid at Wembley Stadium, London, 1985

1. **Identify** a current or recent global event that may require or did require a global solution.
2. **Summarise** some background to this global event — causes, when it started, when it ended (if appropriate).
3. **Explain** how this event impacted the decisions of consumers, businesses and the government in Australia.
4. **Identify** and **explain** one specific impact that resulted from this global event.
5. **Explain** how this event impacted the consumers, producers and government of one other nation.
6. **Present** your findings to the class in a PowerPoint presentation.

on Resources

Weblinks Globalisation
What is globalisation?

18.7 Exercise

learnon

18.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 3, 7	4, 6	5, 8, 9, 10

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Check your understanding

1. **Define** 'globalisation'.
   - A. The growing dependence of countries
   - B. A period of decline in economic growth when GDP decreases
   - C. The process of growing interdependence between countries
   - D. All of the above
2. **Identify** two negative impacts of globalisation on the Australian economy.
   - A. It allows for access to better-quality goods and services.
   - B. It can cost jobs in Australia.
   - C. It can allow multinational companies to dominate markets, leading to increased prices.
   - D. It allows for access to more goods and services.
3. **Select** three advantages of globalisation.
   - A. It leads to free trade agreements between countries.
   - B. It leads to economic growth.
   - C. It increases competition between companies.
   - D. It decreases economic growth.
4. **Identify** one international organisation that oversees global markets and outline its main function.
5. **Identify** and **explain** two positive impacts of globalisation on the Australian economy.

Apply your understanding

Evaluating, concluding and decision-making

6. **Explain** in what ways globalisation has placed additional pressures on the environment.

Questioning and researching

7. **Identify** one product that you or a family member have purchased online recently from an overseas supplier.
   - a. What was the name of the online retailer supplying the product?
   - b. Which country did the product come from?
   - c. Is the product available from shops locally?
   - d. Why did you or the family member decide to use the internet to purchase this product?

Interpreting and analysing

8. 'Many countries are being too heavily influenced by external culture and language, particularly US culture, and are losing unique elements of their traditional culture.' Think of the number of products we buy that have originated in the United States, including fast food, films, music and television programs that are now available worldwide. Do you agree or disagree with the view that globalisation risks damaging local cultures in smaller countries? **Justify** your answer.
9. 'Not only is our economy better off through globalisation but culturally we have improved as well.' **Comment** on this statement.
10. 'Globalisation builds relationships.' **Explain** what this means and **elaborate** on how this can benefit the world.

LESSON
18.8 INQUIRY: How would you do it?

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of the role of the government in negotiating free trade agreements and the potential impacts that free trade agreements can have.

Background

In this inquiry, you will investigate the role of the government in negotiating free trade agreements and the reasons why these agreements are created.

As part of the global economy, Australia has negotiated a number of free trade agreements (FTAs) with other countries or groups.

Free trade agreements allow countries to trade with each other without taxes or subsidies impacting prices — the trade is free from government interference.

FIGURE 1 Prime Minister Scott Morrison and UK Prime Minister Boris Johnson meet to discuss trade agreements.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Discuss the following:

- Free trade agreements are beneficial for consumers and businesses in all aspects of economic life.
- There are no negatives for the economy of free trade agreements.

Inquiry steps

Step 1: Questioning and researching

In this inquiry, you will **investigate** why agreements are created and the role of the government in negotiating free trade agreements.

Use the **DFAT Trade agreements** weblink in your Resources panel and **conduct research** into one such FTA.

Your task is to **investigate** one such FTA. In conducting your investigation you must:

- **Identify** the signatories to the FTA.
- **Identify** when it came into effect.
- **State** the products or industries that are affected.
- **Describe** the impact this FTA may have on industries in Australia.

Step 2: Interpreting and analysing

Interpret and **analyse** any negative commentary in Australia surrounding the negotiation of the FTA.

Step 3: Evaluating, concluding and decision-making

Discuss the benefits that an FTA brings to our economy.

Step 4: Communicating

Communicate your findings to the class through an appropriate presentation.

Complete your self-assessment using the **Inquiry rubric** document or access the 18.8 exercise set to complete it online.

FIGURE 2 Free trade agreements are intended to be beneficial for both consumers and businesses.

on Resources

Digital document Inquiry rubric (doc-39805)
Weblink DFAT Trade agreements

LESSON
18.9 Review

Hey students! Now that it's time to revise this topic, go online to:

- **Review your results**
- **Watch teacher-led videos**
- **Practise questions with immediate feedback**

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18.9.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

18.2 How does Australia trade with other economies?

- First Nations Australians have been conducting trade for thousands of years, developing sophisticated trade routes.
- Countries engage in trade to improve the living standards of consumers.
- Australia is a trading nation — it exports goods and services to other countries, and Australian businesses and consumers import goods and services from overseas.
- The balance of trade is the difference between the value of a country's exports and its imports over a specific period.
- Australia's largest trading partner is China, with other Asian countries making up four of our five top trading partners.
- Trade and other connections between countries mean that events in one part of the world can affect economies in other countries.

18.3 What goods and services are imported into Australia?

- Increased trade between nations has helped to fuel economic growth and assist poorer countries to achieve higher standards of living.
- Australia relies heavily on imported goods brought in from countries all around the world.
- Over 50 per cent of our imports in the 2017–18 financial year came from six of our ten largest trading partners, while our top 15 sources of imports accounted for almost 80 per cent of the total value of all imported goods.
- Australia imports goods and services because our local producers may not make a product as efficiently as it is made in another country, or a particular raw material may not be produced in sufficient quantities to satisfy demand.

18.4 How do global events impact the Australian economy?

- International trade has contributed to economic growth and the generation of wealth in all nations that engage in the import and export of goods and services. There are also negative effects of increased global connectedness, such as the rapid international spread of infectious diseases and the rise of internet fraud and identity theft.
- As a result of global interconnectedness, both positive and negative economic events can spread quickly between trading partners.
- The growth in the Chinese economy has had a significant impact on the global economy, with countries such as Australia benefiting from increased trade with China.
- The mortgage finance collapse that started in the US in 2006–07 soon spread throughout the world, becoming known as the global financial crisis of 2008–09.
- Natural disasters can have serious impacts on countries' economies, with funds needing to be allocated to relief and rebuilding therefore being unavailable to be used in other ways. International trade may also be impacted by these events.

18.5 How do global supply chains operate?

- In globalised manufacturing industries, raw materials, components and machinery can come from a variety of sources from all over the world, making supply chain management a major task for multinational corporations.
- Globalisation supports global supply chains through improved communication and transportation networks.
- Mobile phone manufacturer Nokia is an example of a company that had to set up factories all over the world to satisfy demand for its products.
- The global supply chain can improve living standards through improved quality of products, reduced prices for products and greater employment.
- Environmental sustainability and the ethical treatment of workers in poorer countries are issues that must be considered in the supply chain management of all multinational corporations.

18.6 What are transnational corporations?

- Multinational corporations are large business organisations that have their home base in one country and operate partially owned or wholly owned businesses in other countries.
- Many of the most globalised MNCs conduct more than 70 per cent of their business outside their home country.
- Some of the largest multinational corporations have annual revenue that is larger than the GDP of many countries. This can give them greater power and influence than these countries, and lead to exploitation of these countries and their people.
- Multinational corporations can bring many benefits to countries in which they operate, such as employment and new technology.
- Some MNCs have been found to be acting unethically by not paying enough tax in countries in which they operate, by paying low wages and by not providing safe and healthy working conditions.

18.7 How does globalisation impact the international economy?

- Globalisation provides the means for increased interaction between consumers, producers, workers and governments in one economy with their counterparts in other economies.
- Globalisation has also led to the growth of large multinational corporations, many of which have used their power to exploit workers in poorer countries.
- Australia has benefited from globalisation because of the overseas demand for our mineral resources and the access to cheaper imported products for consumers. On the downside, cheaper imports have led to the closure of many of our own manufacturing industries.
- Globalisation has created a great deal of environmental damage throughout the world, leading to the international community becoming more aware of the need for sustainability and environmental protection.

18.8 INQUIRY: How would you do it?

- What is a trade agreement?
- Why do countries enter into trade agreements?
- What is the role of the government in relation to trade agreements?
- What are the potential impacts of trade agreements?

18.9.2 Key terms

balance of trade the difference between the value of a country's exports and the value of its imports over a specific period of time

economy a system established to determine what to produce, how to produce and to whom production will be distributed

economic system a way of organising the production and distribution of the nation's goods, services and incomes

economic entity any person or organisation engaged in economic activity; this could be an individual, a household, a business, a government or a country

exports goods and services sold by local businesses to overseas consumers

gross domestic product (GDP) the value of all the goods and services produced within a country in a given period of time (usually a year). It is often used as an indicator of a country's wealth.

imports goods and services purchased by local consumers from overseas businesses

labour the human skills and effort required to produce goods and services

market any organised exchange of goods, services or resources between buyers and sellers

multinational corporation (MNC) a large business organisation that has a home base in one country and operates partially or wholly owned businesses in other countries

resources (factors of production) the land, labour, capital and enterprise used to produce goods and services that satisfy needs and wants. Production usually requires a combination of these resources.

recession a period of decline in economic growth when GDP decreases

transfer pricing when one subsidiary of a multinational corporation charges another subsidiary for providing goods or services, often resulting in profits being moved between different countries to avoid the payment of tax on those profits

2.9.3 Reflection

Revisit the inquiry question posed in the Overview:

Markets, sectors, growth and trade: how are the economies of the world similar, different and interconnected?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10680)
Reflection (ewbk-10681)
Crossword (ewbk-10682)

Interactivity The Australian and global economies crossword (int-7656)

18.9 Review exercise

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Multiple choice

1. What do economists refer to capital as?
   - **A.** The most important city in any state or country.
   - **B.** The money used to pay employees of a business.
   - **C.** The ability to start up a new business.
   - **D.** All buildings and equipment used in the production process

2. Australia undertakes trade with other countries because
   - **A.** there are some items Australia can't produce itself.
   - **B.** there are some products that can be sourced from overseas at a cheaper price.
   - **C.** there is an obligation to purchase from overseas as part of a treaty or trade agreement.
   - **D.** All of the above
3. Which of the following is not considered an export of Australia?
   - **A.** Coal
   - **B.** Iron ore
   - **C.** Australian students studying at universities overseas
   - **D.** International tourists visiting Australia
4. FTA stands for
   - **A.** Free Trade Agreement
   - **B.** Fair Trade Agreement
   - **C.** Free Trade Arrangement
   - **D.** Fair Tax Arrangement
5. To be considered a multinational company a business must
   - **A.** sell their goods and services to other countries.
   - **B.** have offices/factories located in more than one country.
   - **C.** source some of their materials from other countries.
   - **D.** sell their products online.
6. Approximately what percentage of Australia's trade with Asia was with China in 2019–20?
   - **A.** 25 per cent
   - **B.** 50 per cent
   - **C.** 75 per cent
   - **D.** 100 per cent
7. A country has a trade surplus when the value of exports is _____ the value of imports.
   - **A.** less than
   - **B.** greater than
   - **C.** the same as
   - **D.** double
8. How has globalisation had an impact on Australia?
   - **A.** Many Australian companies have increased profits by selling goods and services internationally.
   - **B.** Australian farmers no longer have to compete at a global level to sell products such as wheat and wool.
   - **C.** Overseas companies no longer invest in Australia because it is too expensive to produce goods and services here.
   - **D.** Overseas-made products are of much inferior quality to those produced in Australia, so Australian consumers prefer not to buy them.
9. In what way can the importation of goods from overseas have a positive effect on the Australian economy?
   - **A.** It can force Australian producers to become more efficient.
   - **B.** It leads to more jobs being created in Australian manufacturing.
   - **C.** It can result in improvements to Australian tourist industries.
   - **D.** It brings more overseas money into the Australian economy.
10. Which of the following characteristics would be most typical of a multinational corporation?
    - **A.** Most of its employees work outside its home country.
    - **B.** It has revenue greater than the GDP of most countries.
    - **C.** It takes no notice of national boundaries as these are only lines on a map.
    - **D.** It operates businesses in many countries outside its home country.

Short answer

Communicating

11. **Identify** and **explain** two ways in which international trade can affect our economic system.
12. **Explain** the role of the government sector in the Australian economy.
13. **Identify** and **explain** three factors that can influence whether a business will be successful.
14. **Describe** one positive and one negative impact of importing cheaper clothing into Australia.
15. Give one example of a natural disaster that occurred outside Australia but had a negative effect on the Australian economy. **Describe** the main ways in which the Australian economy was affected by this event.
16. **Suggest** two strategies a business could employ to ensure that the goods it is importing were
    a. sustainably produced
    b. ethically produced.

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19 Innovation and risk

LESSON SEQUENCE

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19.2 What is the role of banks and other deposit-taking institutions? 876
19.3 What financial risks do consumers face? 880
19.4 What are the different types of investment? 884
19.5 What financial rewards can consumers receive? 890
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LESSON
19.1 Overview

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What strategies can be used to manage financial risks and rewards?

19.1.1 Introduction

Every time you make a purchase you are taking a risk. If you purchase something that is inexpensive, normally your financial risk is small. However, the larger the purchase, the greater the financial risk.

As consumers, we all hope to earn the income necessary to purchase our needs and many of our wants. We would expect to be treated fairly by businesses and we would like to know our rights, but we should also recognise that some business owners and employees fail the fairness test when it comes to serving their customers. This is where we need the government to provide a legal and justice system so that buying and selling occurs within a set of rules that is fair to all participants.

In this topic, we will examine the economic and business practices that present a financial risk to consumers. We will also consider the ways that businesses can reward their customers; this is an important part of business marketing and can create loyalty and trust. We will then explain the types of government intervention that exist to help protect the safety of consumers (for example, mandatory and voluntary standards, product safety recalls or cooling-off periods).

FIGURE 1 Australian consumers should be aware of their rights when dealing with all types of businesses.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11585)

Video eLesson Innovation and risk (eles-6005)

LESSON
19.2 What is the role of banks and other deposit-taking institutions?

LEARNING INTENTION

By the end of this lesson you will be able to explain the changing nature of banks in Australia and explain the similarities and differences between banks, credit unions and building societies.

TUNE IN

It is thought that the modern banking system has its origins in the wealthy cities of Europe in the fourteenth century. The first bank in Australia was established in 1817 as the Bank of New South Wales — it is now Westpac.

There is evidence of bartering in almost all ancient civilisations going back thousands of years. Bartering involves the exchange of goods and services without money.

1. What kinds of items might ancient civilisations have exchanged (or bartered)?
2. Over time, civilisations used other units of value for exchange such as shells. It is thought that money (coins) came into use nearly 5000 years ago. Why do you think coins were used?
3. Discuss why civilisations needed a banking system. What would a bank be used for in ancient times? Who would use it and why?

FIGURE 1 The Historic Westpac Bank Building in NSW. It is typical of banks from the early settlement of Australia.

19.2.1 The changing nature of banks

Banks used to be highly regulated businesses with many strict rules about how they operated and who they were able to lend money to. In the 1970s the Australian government started the process of deregulating Australia's banking industry. The government allowed foreign banks to open branches and a range of alternative financial institutions, such as building societies, credit unions and superannuation funds, arose to compete with the banks. This deregulation continues today, with further changes to result from the completion of the Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry in 2019.

The Australian Prudential Regulation Authority (APRA) oversees authorised deposit-taking institutions (ADIs): banks, credit unions and building societies. ADIs are authorised to take deposits from customers under the Banking Act 1959. Deposit-taking institutions pool these deposits. This means they put them together and then lend them to individuals and businesses in the form of loans and **mortgages**.

mortgage money advanced by a bank, credit union or building society to a person for the purchase of a house or other property. The property itself is used as security for the loan, allowing the lender to seize the property if the borrower fails to make the regular repayments.

FIGURE 2 Deregulation of the banking sector in Australia has allowed foreign banks to enter the market and compete with local banks.

19.2.2 Banks

Banks offer a wide range of financial services to all participants in the Australian economy — accepting deposits; offering credit cards, cheques, overdrafts, investment and savings accounts; and lending money through personal and business loans and mortgages. Banks also provide other typical banking services such as internet banking, automatic teller machines (ATMs) and financial advice.

FIGURE 3 Providing ATMs is one of the many services offered by banks.

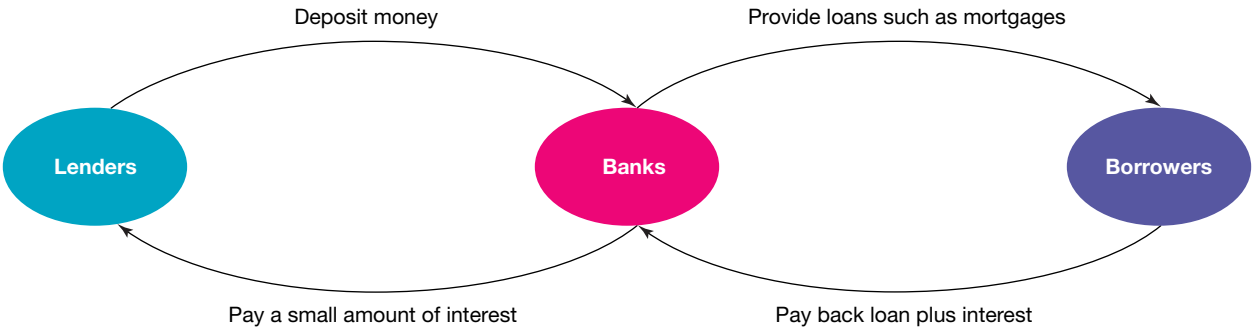
A bank savings account is an easy and safe place for people to keep their money. This type of account allows you to deposit money and make withdrawals. In return for your deposits, the bank pays you money known as **interest**. The amount of interest paid depends on the type of account, the number of times interest is paid into the account each year and the amount of money in the account.

A bank is a business that wants to make a profit, so it accepts money as savings (deposits) at a lower interest rate and lends that money at a higher interest rate. Depending upon the type of savings account you hold, your interest earnings could be anywhere from 0.2 per cent up to around 3 per cent. For borrowing, interest payments vary depending on the type of borrowing, and can range between around 3.5 per cent on a variable mortgage and over 13 per cent on some credit cards.

interest an amount that is paid regularly for the use of borrowed money, usually expressed as an annual percentage of the sum of money lent (the interest rate)

tlvd-10715

FIGURE 4 Banks act as intermediaries between lenders and borrowers.



19.2.3 Credit unions

A credit union is a financial institution that is owned and operated entirely by its members. Credit unions provide a range of products and services that are similar to those offered by banks. These include accepting deposits, offering personal and home loans, and providing payment services such as credit cards. To open an account with a credit union, you have to be an 'eligible' member. Every credit union has its own rules for determining eligibility, but it sometimes means that you have to belong to an industry affiliated with the credit union or be related to an eligible member. Because a credit union is focused on the financial wellbeing of its members, maximising profit is not its main objective.

FIGURE 5 People's Choice Credit Union is owned by its members. Its purpose is to help members save and borrow money.

19.2.4 Building societies

Like credit unions, building societies are owned and operated by their members. As their name suggests, building societies historically supported their members in purchasing homes. In more recent times, building societies have expanded to offer similar services to banks. As deposit-taking institutions, building societies accept deposits from customers and provide loans and payment services. There are now fewer than ten building societies in Australia because many of them have converted to or merged with banks.

19.2 SKILL ACTIVITY: Questioning and researching, Communicating

1. Use the **APRA** weblink in the Resources panel to find one Australian-owned bank, one foreign-owned bank, one credit union and one building society.
2. Working in groups, use magazines and newspapers or internet resources to find pictures representing the three types of deposit-taking institutions (banks, credit unions and building societies). Paste the pictures onto poster paper and correctly **label** each one.
3. Briefly **describe** each type of deposit-taking institution. Alternatively, **create** a short PowerPoint presentation, with one slide for each institution.

Resources

Weblink APRA

19.2 Exercise

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19.2 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
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Check your understanding

1. What is an authorised deposit-taking institution?
   - A. A bank
   - B. A building society
   - C. A credit union
   - D. All of the above
2. **Identify** which of the following best defines a mortgage.
   - A. The process of removing or reducing government regulatory controls
   - B. An amount that is paid regularly for the use of borrowed money, usually expressed as an annual percentage of the sum of money lent
   - C. Money advanced by a bank, credit union or building society to a person for the purchase of a house or other property
   - D. A financial institution that is owned and operated entirely by its members
3. **Explain** why banks offer low interest rates on savings but charge higher interest rates on loans.
4. A building society is different to a bank because
   - A. it does not charge interest on loans.
   - B. it does not have physical branches.
   - C. it is owned by its members.
   - D. it does not offer loans for purchasing property.
5. **Suggest** two reasons why a person may benefit from saving their money in a bank or building society, rather than keeping it at home.

Apply your understanding

Communicating

6. **Construct** a diagram showing how deposit-taking institutions pool savings and lend them to individuals and business.
7. **Outline** what might happen if banks, credit unions and building societies could no longer collect deposits.
8. Imagine that all of the banks stopped operating in Australia. **List** some of the possible consequences.
9. **Describe** how a financial institution makes a profit.
10. **Outline** three services that a bank or building society can offer to customers.

LESSON
19.3 What financial risks do consumers face?

LEARNING INTENTION

By the end of this lesson you should be able to state examples of economic and business practices that present a financial risk to consumers, and identify actions or responses that reduce the risk. You should also be able to describe *how* consumers can be affected by risks.

TUNE IN

Unfortunately, not all businesses are interested in being fair to the customer. There are many ways in which consumers might be tricked by businesses.

1. Make a list of the different ways that consumers might be tricked by businesses.
2. Discuss your list with a partner. Is there anything on your list that has affected you personally?

FIGURE 1 Sometimes things don't look quite right.

There are many types of financial risk. Sometimes we associate this risk with our financial goals such as buying shares or a house. The basic risk with these types of purchase is that the value of the investment will fall. However, making any sort of purchase involves some risk; for instance that the product does not work, or wider risks such as identity theft or fraud.

19.3.1 Scams

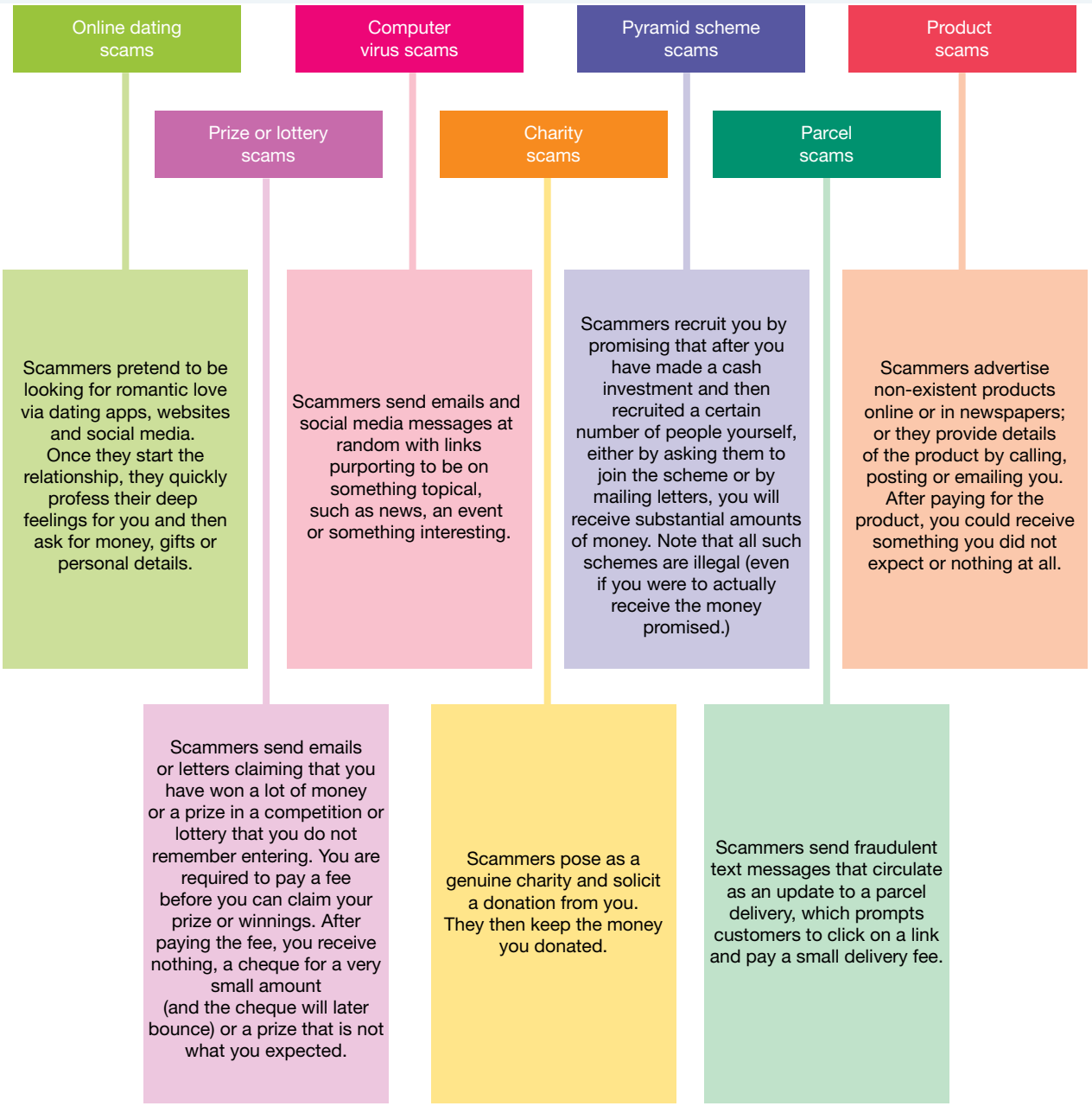
A scam is a dishonest scheme with the aim of tricking you into parting with your money or your bank account or credit card details. The range of scams is extensive, and it changes regularly as scammers develop new ways to try to trick people. The Australian Competition and Consumer Commission (ACCC) attempts to track scammers and raise awareness among customers of the most common and dangerous scams. During the COVID-19 pandemic there was an increase in online shopping scams, online dating scams and incidences of scammers taking over people's computers remotely.

FIGURE 2 The ACCC runs an annual scam week, during which it raises awareness of the different types of scams that exist.

Scams are often successful because they look genuine. Scammers are also very skilled at manipulating people emotionally.

int-9099

FIGURE 3 Common types of scams



19.3.2 Identity theft

Identity theft is a growing problem worldwide and it is closely related to scamming. It occurs when someone illegally obtains your personal details, such as credit card numbers, and uses those details to commit **fraud**. An identity thief uses your stolen identity to do the following things in your name:

- borrow money
- open a new credit card account
- buy goods.

fraud a criminal offence where one person deliberately tricks another to gain personal advantage

Anyone who provides personal information via an unsecured website, through a text message link or when shopping online on unfamiliar and unsecure websites risks becoming a victim of identity theft.

A growing number of consumers have had their identity stolen through phishing. In this type of fraud, you are sent an email that looks like it comes from a trusted source, such as a bank. The thieves ask you for information that may seem reasonable, such as your account number and PIN (personal identification number).

19.3.3 Fraudulent transactions

A fraudulent or unauthorised transaction is when someone transfers money from your bank or credit card account without your permission. There are many different types of credit card fraud, but at its simplest, it's when someone obtains your card details and make transactions on your card without you knowing. Unfortunately, this can amount to someone spending thousands of dollars in your name. Banks are alert to fraudulent transactions and will act to reimburse customers, provided that the customer has not contributed to the loss and has contacted their bank promptly.

19.3.4 Reducing the risk

There are ways that consumers can protect themselves from financial risk.

TABLE 1 Ways to protect yourself from scams

Risk	Protection
Scam	Make the effort to research any offers made to you. Always ask questions and think carefully before making any decision.
Identity fraud and phishing	Be suspicious of any email that makes an urgent request for your personal financial details. Do not click on links within the email or reply to any pop-up screen that asks you for personal details.
Fraudulent transactions	Banks advise you to check statements regularly for unusual activity on your card.

19.3 SKILL ACTIVITY: Questioning and researching, Communicating

1. The ACCC has a webpage called Scamwatch.
   a. Access the **Scamwatch** weblink in the Resources panel. Use the information you find to write a **summary** of three types of scams.
   b. Visit the scam statistics page. Choose the most recent month and answer the following.
      – How many scams have been reported?
      – What is the most reported type of scam?
      – How much money has been lost?
      – Which age group is affected the most?
   c. Explore the 'get help' pages to find out more about what to do if you are scammed.
   d. **Outline** five steps that you could take to protect yourself from scams.

on Resources

Weblink Scamwatch

19.3 Exercise

learnon

19.3 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 2, 5	3, 4, 6, 7	8, 9, 10

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Check your understanding

1. **Identify** what is meant by a scam.
   - A. A dishonest scheme with the aim of tricking you into parting with your money
   - B. A dishonest scheme with the aim of tricking you into parting with your bank account details
   - C. A dishonest scheme with the aim of tricking you into parting with credit card details
   - D. All of the above
2. **Select** the body that is tasked with raising awareness of scams in Australia.
   - A. ACCC (Australian Competition and Consumer Commission)
   - B. ACC (Australian Copyright Council)
   - C. Australian banks
   - D. AFCA (Australian Financial Complaints Authority)
3. **Describe** what is meant by 'identity theft'.
4. **Identify** three actions which might make you more vulnerable to identity theft.
5. **Determine** whether the following statement is true or false: An example of phishing would be receiving an email that looks like it comes from your bank, asking for your online banking password.

Apply your understanding

Evaluating, concluding and decision-making

6. **State** one way that you might protect yourself from each of these financial risks:
   - a. Scams
   - b. Identity fraud
   - c. Fraudulent transactions

Communicating

7. **Outline** the difference between identity theft and fraudulent transactions.
8. **Describe** how a bank might support you if you have been a victim of fraudulent transactions.
9. **Select** three types of scam and **explain** how each might affect a consumer.
10. **Explain** the purpose of the ACCC.

LESSON
19.4 What are the different types of investment?

LEARNING INTENTION

By the end of this lesson you should be able to recognise examples of economic and business practices that present a financial risk to consumers and identify actions or responses that reduce the risk.

TUNE IN

What do you know about your local housing market? How much does a family home cost? What about an apartment? What is happening to prices — are they rising or falling? These questions may not affect you now, but one day you might need to know this information.

1. List some possible reasons why people often have the goal of purchasing a property.
2. What do you think are the risks associated with investing your money into a property?

FIGURE 1 Buying a property can be a financial risk.

There are many different types of investment that enable people to achieve their long-term goals of financial stability. This involves planning for the future. Some Australians choose to buy properties (such as a house, apartment or land) as investments. As property prices generally increase over time, so too does the value of their investment. Others choose to buy shares or invest in term deposits or managed funds. In this lesson we will explore these investments and consider the financial risk and reward that they might bring.

DISCUSS

Property prices rise and fall. These fluctuations mean people's ability to enter the property market and buy their first home can change. Recently, the government has stepped into help with the First Home Owners Grant. Do you think a person's home should be treated as another form of savings or investment?

19.4.1 Shares

Buying **shares** is a financial transaction that can carry a risk. Buying shares means buying a certain number of units of ownership in a company. A person who owns shares in a company is a shareholder of that company. Some people might buy thousands of shares, others only a few. As the value of a company's shares goes up or down, so too does the value of the shareholder's investment.

Owning shares allows you to benefit from the company's profits, which can be given to you as **dividends** or as extra shares. You may also benefit from **capital growth** if the value of your shares increases.

Buying and selling shares takes place in the **share market**. In Australia, such transactions take place on the Australian Securities Exchange (ASX), which was formed in 1987 by amalgamating the six capital-city stock exchanges. A stockbroker has direct access to the market for trading shares and, for a small fee, acts as an **agent** who buys and sells shares for others. The fee is known as brokerage.

shares units of ownership in a company that entitle the possessor of the shares (the shareholder) to a proportion of any profits that the company makes

dividends company profits paid to shareholders, in cash or in additional shares, in proportion to the number of shares they already own

capital growth an increase in the value of an asset

share market a market for trading shares in listed companies; also called a stock market

agent a person acting for another in a business transaction

It is important to diversify your investments so that all your 'eggs' are not in one basket if anything goes wrong. The Australian share market makes this easier by offering a wide choice of companies in which to invest. There are over 2000 companies listed on the ASX.

These companies are involved in a wide range of industries that cover most sectors of the economy, from financial services to manufacturing and health care.

Investing in a range of companies spreads the risk. Investing in shares also gives you flexibility. Shares can be bought and sold quickly — you can sell shares and generally have access to your money in three days or less.

FIGURE 2 The electronic display board of the Australian Securities Exchange shows the prices of shares traded on that exchange.

FIGURE 3 On the Australian Securities Exchange, shares can be purchased in companies such as Telstra, Qantas, Seven West Media and Woolworths.

19.4.2 Term deposits

One place to keep large sums of money is in a fixed-term deposit. All major banks offer term deposit accounts where you can place your money for a fixed period of time. The time can range from one month to five years. The banks offer a higher rate of interest on such deposits compared with at-call deposits that can be withdrawn at any time.

Term deposits are considered to be low-risk investments because the bank assures the return, but the return tends to be lower than that obtained from owning other types of investments such as shares. The funds in the term deposit are locked away until the end of the term unless you choose to make an early withdrawal, in which case penalty fees will be charged. You therefore need to select an account whose term and rate of interest best suit your needs.

19.4.3 Managed funds

Some people choose to invest in managed funds. These are portfolios of shares, property, public infrastructure, private equity and other investments that are chosen by a professional fund manager. Investing in a managed fund spreads the risk over different types of investment. Decisions about what to invest in are made by a professional, but this also means that investors have no say in the fund's investment decisions.

Most funds have entry and exit fees, and some have monthly fees. It can also be difficult to access your money quickly. Investing in a managed fund is therefore a good choice if you are happy to put your money into an investment and leave it there for a long period.

FIGURE 4 In a managed fund, a professional fund manager invests the money pooled from many individual investors into a range of assets, including shares and property.

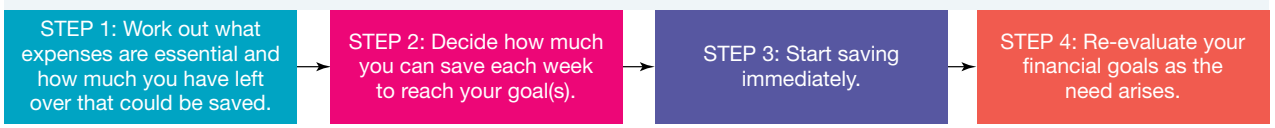
19.4.4 Prevention of risks

Savings and financial goals

You can reduce financial risk by having savings. Savings are usually kept in savings accounts, term deposits or any of the other investments explored in this topic. Having savings does not eliminate you from financial risk, however it does mean that you have something to fall back on. Savings are almost like compensation for any other investment losses that you might have. It is easier to save money if you have clear financial goals in mind. The good thing about setting goals is that they give you a purpose for saving. Goals should be realistic and specific; for example, your goal might be 'to save $100 in six months to reduce my debt'.

Saving money requires some thought. Some people choose to save by putting aside 10 per cent of their income. Alternatively, other people commit to saving by making the decision to buy nothing new, or cutting down on the amount of small purchases that they make.

FIGURE 5 Developing a savings plan



Superannuation

When a person retires, they may be able to access an **age pension** to survive. This is an amount provided by the federal government to help an elderly person meet their basic needs. It does not allow for a luxurious lifestyle, especially if debts have been accumulated. As a result, a person may need to work longer or sell assets in order to generate the cash required.

age pension regular payments made to elderly people to support them in retirement

gross wage a person's wage or salary before it is taxed by the government

superannuation fund an account that holds and invests superannuation contributions made by employees, their employers or the government, for eventual distribution to help fund an individual's retirement

You can make sure that you have a good lifestyle in retirement, and protect yourself from having to watch every dollar you spend, by taking advantage of superannuation. This is a compulsory savings scheme whereby employers contribute an additional percentage of an employee's **gross wage** into a **superannuation fund**.

Employees can also choose to contribute to this fund, thus increasing the overall amount they will receive on retirement. How much employees choose to contribute is up to them. There are laws in place that determine when you are eligible to access your superannuation savings. Recent changes have made it attractive to remain working until at least the age of 60.

Insurance

Many businesses and individual consumers might seek to protect themselves from financial risk by taking out insurance.

Financial insurance is a type of insurance policy that can be purchased by a business. It provides coverage that protects them from losses due to a partner in a contract failing to meet their obligations or a trading partner going bankrupt.

There are many different types of insurance that protect consumers. These range from car insurance, life insurance, pet insurance and travel insurance. All forms of insurance work on the same principle. You pay a monthly amount, called a premium, to the insurance company.

In return, the insurance company should provide you with financial protection and support, if things go wrong. For example, you may pay $200 in travel insurance, which means the insurance company will support you financially for any travel delay expenses, loss of or damage to luggage and medical emergencies when travelling within Australia or overseas.

Allianz, AAMI and Budget Direct are some well-known insurance companies.

FIGURE 6 Allianz is a well-known insurance company. Insurance companies can help businesses and consumers reduce their financial risks.

19.4.5 Risk vs reward

As we have discovered there are some common types of investment, such as purchasing shares, building savings and buying a house, which can be a financial risk. There are also measures that consumers can use to protect themselves from risk, such as taking out insurance or having your own savings.

It is important to remember that with all financial decisions there may be a risk, but there is of course the potential for reward.

TABLE 1 A table summarising the common risks and rewards associated with each financial decision

Financial decision	Risk	Reward
Savings	Your savings may only grow at a small rate, especially if the bank pays a low rate of interest.	Your money is relatively 'safe' in the bank. You are able to earn interest at a rate determined by the bank.
Investing in shares	If the company that you buy shares in does not perform well, or collapses, you risk losing your money.	If the company that you buy shares in performs well, you may earn good returns (otherwise known as dividends) on your investment.
Managed funds	The managed fund does not perform as well as expected. A managed fund may come with high fees.	The managed fund performs well, or better than expected, and you earn a good return on your investment.
Buying a property	The property needs repairs or maintenance, which may cost a significant amount of money. You do not receive as much monthly rent as you anticipate. The property may not increase in value as you had expected.	The property can be rented out and so you have a monthly income. This rent can cover your home loan (mortgage repayments). The property may increase significantly in value over time. You will make a substantial amount of money in this case.

19.4 SKILL ACTIVITY: Interpreting and analysing

1. Access the **Market Index** weblink in the Resources panel to see the value of the whole of the ASX200 share market at a certain point in time.
2. View the overall trend of share prices across the whole of the share market — adjust the time to six months.
   a. **Describe** the overall trend in the market for shares over the last six months.
   b. If you had invested in a large portfolio of shares across this market, what would have happened to the value of your investment over this time?
   c. Would you be satisfied with this type of investment?
3. Use the internet to find information about term deposits from two banks. Imagine that you wish to invest $5000 for 12 months.
   a. **Compare** the two term deposits by considering the following criteria: interest rates, when interest is received, account fees and application fees. Present your findings in a table.
   b. **Decide** which bank you would invest with.

Resources

Weblink Market Index

19.4 Exercise

learnon

19.4 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 5, 8	2, 4, 6, 9	3, 7, 10

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Check your understanding

1. **Select** the correct response: what is the ASX?
   - A. The Australian Sharemarket Exchange
   - B. The Australian Service Exchange
   - C. The Australian Stock Exchange
   - D. The Australian Securities Exchange
2. **Explain** why some people invest their money in the ASX.
3. **Select** the correct definition for the term 'dividends'.
   - A. Increases in the value of an asset
   - B. Profits paid to shareholders
   - C. Units of ownership in a company that entitle the shareholder to a proportion of any profits that the company makes
   - D. All of the above
4. **Explain** the difference between a term deposit and a managed fund.
5. Term deposits are considered to be low-risk investments. True or false?

Apply your understanding

Communicating

6. Briefly **outline** the benefits and risks of:
   - a. share ownership
   - b. term deposits
   - c. managed funds.
7. **Explain** what you think might happen if the share price of a company fell to zero.
8. **Explain** which form of investment you might make in the future and why (you may include investing in property in your choice).
9. **Explain** what is meant by the following:
   - a. savings
   - b. superannuation.

Evaluating, concluding and decision-making

10. From the forms of investment that you have studied, which do you think has the highest risk and which has the lowest risk? **Justify** your response.

LESSON
19.5 What financial rewards can consumers receive?

LEARNING INTENTION

By the end of this lesson you should be able to explain how consumers can be affected by rewards (for example, choice, innovative products and services, or benefits accrued through loyalty schemes).

TUNE IN

Tim Tams are a popular biscuit that are sold in most grocery and food stores across Australia. Arnott's (the manufacturer) often introduce new flavours.

1. Why do you think they introduce new varieties?
2. Arnott's ran a 'three wishes' promotional campaign in 2021, where customers could win up to $100 000 for discovering a golden Tim Tam. What are the benefits of this for the business and the customer?
3. Are you influenced by special offers from businesses? With a partner, discuss which brands you and your family or friends regularly buy. What are the reasons for this brand loyalty?

FIGURE 1 Tim Tams were introduced in Australia in 1964. Varieties include chewy caramel, choc-mint and white.

This lesson explores how consumers can be positively affected by businesses who choose to offer rewards through choice, innovative products and loyalty schemes.

FIGURE 2 Businesses invest millions of dollars in research and development to gain a competitive advantage.

19.5.1 Innovative products

We know that businesses undertake **research and development (R&D)** to expand their knowledge of products and processes. **Invention** is generally the name given to the process of developing a product which results in the creation of something entirely new. Inventions are often at the stage where they have not had any impact or sales in the market. **Innovation** differs as it is the process of improving a product that already exists. Both invention and innovation are vital for providing businesses with a competitive advantage. Researchers and scientists undertake R&D in a business to produce new products, improve existing products or develop new processes (find new ways to do things).

R&D can make a business more innovative and more competitive. For example, it can develop new products in response to those of competitors or improve existing products to make them superior to those of competitors. R&D can also lead to technological developments, such as robotics and information technology, that improve the way the product is produced or the way it is delivered to customers and thereby improve business competitiveness.

research and development (R&D) activities undertaken to improve existing products or create new products

invention the process of improving a product that already exists

innovation the process of improving a product that already exists

However, the innovation that comes from research and development is also of ultimate benefit to the customer. It is the end user that has a better product or user experience because of innovation. It is this innovation that maintains customer loyalty.

19.5.2 Consumer choice and competitive markets

The marketplace is a highly competitive environment. Businesses go to extraordinary lengths to win and keep customers. It is this competitive environment that benefits the customer. As businesses try to beat each other — through innovation, price or quality — the constant competition means that customers can benefit from a wider choice of products.

FIGURE 3 Technology companies constantly innovate their products to stay ahead of competitors.

The Australian Competition and Consumer Commission (ACCC) monitors and regulates competitive marketplaces. It encourages competition, ensuring that businesses operate with fair and reasonable economic conduct, including setting reasonable prices. The ACCC will also try to ensure that one company does not become too dominant within the marketplace, and provides consumers with independently researched product information. The ACCC often holds its own investigations into business and product standards, publishing its findings for the public to read. Each state and territory of Australia also has a consumer affairs department. These state government bodies fulfil several roles for the ACCC and are avenues through which consumers can exercise their rights.

The benefits of competition

One of the best forms of protection and reward that consumers can have is a market with many sellers, all competing to attract customers. Competition can help keep prices lower, and if one business treats consumers badly, there are plenty of alternatives available. As the name suggests, the *Competition and Consumer Act 2010* is concerned with encouraging fair competition between businesses in all markets. The Act makes it illegal to engage in business practices that interfere with competition, or that give some businesses an unfair advantage over others. The ACCC has the power to enforce the law to encourage greater competition in the marketplace.

Banned anti-competitive practices

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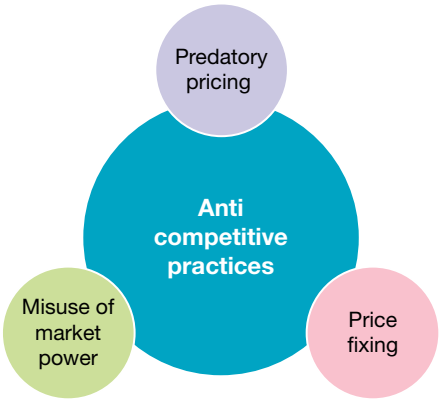
The Competition and Consumer Act lists several business practices that are prohibited and regulated by the ACCC to ensure that the customer benefits from choice and competition. These include price fixing, misuse of market power and predatory pricing. Each of these practices are explained below.

FIGURE 4 The practices below are illegal, to ensure that customers benefit from competition.



Price fixing

It is illegal for two businesses in competition with each other to agree to set identical prices for their products. Businesses will probably have similar prices for similar products because of market forces, but they cannot actively work together to raise or lower prices by an exact amount. This has been an issue over the years with petrol pricing and the pricing of airline tickets.

Predatory pricing

Selling goods at a below-cost price can be okay; however, it may be illegal if it is done for the purpose of eliminating or substantially damaging a competitor. This is known as predatory pricing. Whether the law has been broken will depend on several factors, such as for how long the goods were sold below cost and how much market power the seller has.

Misuse of market power

Not all businesses are the same size, and there is a risk that larger businesses may use their power unfairly to drive smaller competitors out of business. Any action aimed at damaging or getting rid of a competitor or preventing another business from entering the market is illegal. While it is not illegal for two businesses to merge with each other to create a bigger business, the ACCC will look carefully at mergers or take overs between big businesses. It may decide that they are not in the interest of the consumer, especially if a merger or takeover means that consumers have no other choice in the market place.

19.5.3 Customer loyalty schemes

Customer loyalty schemes are marketing and promotional tools used to encourage consumers to have a connection to a particular brand and encourage repeat business. Consumers often join these schemes to earn discounts or points, which can be redeemed for rewards including goods and services.

FIGURE 5 Coles' Flybuys is one of many rewards schemes offered by businesses in Australia.

- Loyalty schemes don't exist just to reward you for your loyalty. If you join a loyalty scheme, the business can track your purchases and buying habits.
- Personal information could be collected about you when you sign up and make purchases, combined with information gathered from other sources, including your social media and web browsing habits. This can build a detailed profile about you, which may be used to send you targeted advertising.
- Being a member of a loyalty scheme may encourage you to make purchases you wouldn't usually make just to earn more points.
- Weigh up the cost of redeeming your points. You may ultimately be better off simply shopping around if you're looking for the cheapest way to get a particular product or service.
- When redeeming frequent flyer points to book a flight, be aware that you might have to pay taxes and other charges on top of using your points. In some cases, the cost of purchasing an airfare without using points might be similar to the taxes and charges you'll pay when using points to book a flight.
- Find out whether the points you've earned in the loyalty scheme will expire. Many loyalty schemes have conditions where the points will expire if you don't continue to participate in the program.

Free products

Another form of customer loyalty is to offer the customer a free product after they have made several purchases. This is common with smaller businesses such as coffee shops who may offer a free cup of coffee after the tenth purchase.

Some online retailers will reward customer loyalty by offering free postage on orders over a certain amount. Conversely, they may offer free postage to attract a new shopper. This tactic reduces the price of online shopping and can encourage additional purchases.

19.5 SKILL ACTIVITY: Evaluating, concluding and decision-making, Communicating

1. Choose a business that you know offers some form of reward to its customers. This may be through a loyalty card points scheme or through a free product. Write down the name of the product and the company.
2. **Research** the terms and conditions of the scheme. Record the following:
   - Product/company
   - Reward type (points/free product etc.)
   - How do you 'earn' the reward?
   - Where can you earn the reward?
   - What are the terms of the reward (does it expire?/where can you use it?)
3. In your opinion, how does the reward affect the consumer? Does it influence the consumer to purchase more?
4. What are the downsides to the reward scheme? Overall, would you recommend it to a friend?
5. Present your ideas to the class.

FIGURE 6 Rewards from businesses can influence our buying habits

19.5 Exercise

learnon

19.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 8, 9	3, 5, 6	2, 7, 10

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Check your understanding

1. **Identify** which of the following is the best explanation of the difference between 'invention' and 'innovation'.
   - A. Innovation is vital for providing a business with a competitive advantage, while invention is not.
   - B. Invention is vital for providing a business with a competitive advantage, while innovation is not.
   - C. Invention is the process of developing something new, while innovation is the process of improving an existing product.
   - D. Invention is the process of improving an existing product, while innovation is the process of developing something new.
2. **Explain** how undertaking research and development can create a competitive advantage for a business.
3. **Explain** how a consumer can benefit from the processes of R&D and innovation.
4. Competition between businesses is not beneficial for consumers as it increases prices. True or false?
5. **Identify** the practices that the Competition and Consumer Act is designed to prevent.
   - A. Predatory pricing
   - B. Misuse of market power
   - C. Price fixing
   - D. All of the above

Apply your understanding

Evaluating, concluding and decision-making

6. **Outline** the ways you would expect the ACCC to deal with the following situations.
   - a. The two largest national supermarkets have developed a plan to merge to form one business.
   - b. The owners of five petrol retailers along a major stretch of road meet each week to determine how much they will all charge on each day of the week.
   - c. The manufacturer of a range of electrical goods provides all retail outlets selling its products with a list of recommended retail prices for each of its products, and refuses to supply them unless they stick to those prices.

7. 'If businesses compete fairly then consumers and businesses are both winners.' **Discuss** this statement.
8. **Describe** each of the following:
   a. price fixing
   b. predatory pricing.

Communicating

9. **Explain** what is meant by a 'customer reward scheme' and provide an example.
10. **Explain** what is meant by the statement, 'Markets and businesses can regulate themselves from within to give customers a good deal'.

LESSON
19.6 What is the importance of ethical decision-making and corporate social responsibility?

LEARNING INTENTION

By the end of this lesson you should be able to analyse the importance of ethical decision-making and corporate social responsibility when making consumer and financial decisions.

TUNE IN

Frank is aged 16 and in debt. He borrowed $50 from his brother for some clothes he 'just had to have'. Now he has discovered he owes $100 for data costs from his mobile phone.

1. Should Frank be concerned about getting into debt?
2. What is your opinion on Frank's debt? Would the clothes and data be 'worth' going into debt for?
3. Do you think debt is seen as a positive or negative thing? Is it the right thing to do?

FIGURE 1 Is Frank's debt an issue?

Ethical decision-making means considering a decision in terms of whether it is respectable or 'the right thing to do'. When consumers make financial decisions, ethical decision-making is an important factor. You could ask yourself, is this the right thing to do with my money or is this the right investment to make? If you borrow money, you could ask yourself whether you are borrowing it for the right reasons.

19.6.1 Good and bad debt

When you borrow money or owe money to someone, you are said to be in **debt**. You have a financial obligation to repay the borrowed money. Debt can be a good thing if it is used to leave you better off in the long term. A mortgage, where you borrow money to purchase a home or property, is an example of good debt. Taking out a student loan or a loan to start a new business are also examples of good debt. These are borrowings to invest in assets that will grow in value over time. Of course, there is the opposite of this which is known as 'bad debt'. Bad debt results from a decision to borrow and spend money, only to find out that the items that you have bought have quickly lost value, or they will lessen in value over time.

ethical decision-making a way of making decisions based on using values and doing the 'right thing' by yourself and others

debt a financial obligation to repay money owed

Some adults and young people get into a lot of debt. Reasons for this include unemployment, illness, the rising cost of living, gambling and the overuse of credit cards. Unfortunately, instead of reducing expenditure and paying off debts, there is a temptation to borrow more money. This can lead to out-of-control or spiralling debt.

FIGURE 2 Excessive debt can cause stress, reduce savings, and affect your ability to borrow money in the future.

The bad news is that the consequences of debt can be very serious. A person who cannot keep up with payments for the purchase of a car, for example, faces having the vehicle **repossessed**. They may get some of their money back, but there is no guarantee.

In serious situations, a person who has many debts and no way of repaying them faces personal **bankruptcy**. This is a formal, legal way of saying that the person cannot pay their debts. The period of bankruptcy usually lasts for five years, but it can affect the rest of your life. Some consequences are:

- Your credit rating is affected, and you may find it difficult to borrow money.
- You may find that banking institutions do not trust you to repay loans, so you will find getting a mortgage (home loan) very difficult.
- A rental agent may also doubt your ability to pay on time.
- It can affect employment opportunities.
- Your residence may have to be sold to help pay your debts.

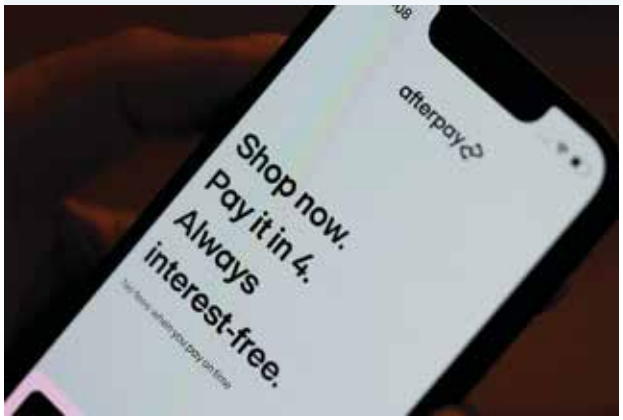
What other consequences can you think of?

19.6.2 Responsibilities as well as rights

While Australian Consumer Law contains a strong emphasis on protecting the rights of consumers and enforcing the responsibilities of sellers, consumers also have responsibilities in the marketplace. This is closely related to the ethics of decision-making as a consumer. Some of these responsibilities are:

- Whenever you buy goods or services, you are entering into a legally binding contract. As a buyer you have a responsibility to pay the required amount for the goods or services you purchase. This is particularly relevant if you purchase goods or services on credit, with an expectation that you will pay by instalments, or if you buy an item using afterpay services.
- Consumers who borrow money or who use a credit card to make purchases have a responsibility to make repayments. Failure to do so can leave the consumer with a poor credit rating.
- A consumer cannot return goods and claim a refund if the goods have been used, other than for the purposes for which they were intended. If you damage a product by using it inappropriately, or even injure yourself while doing so, you have very little chance of being compensated. Consumers have a responsibility to use goods in the way the manufacturer intended.

FIGURE 3 Customers must commit to repaying in full and on time.



repossessed a legal process by which an item can be reclaimed to cover the cost of a debt

bankruptcy a legal process that declares that a person cannot pay their debts and allows them to make a fresh start

Hopefully you have been able to think about the importance of ethical decision-making and corporate social responsibility when making consumer and financial decisions. There are clear responsibilities that we have as consumers but we are also called on to use our own values and ethics for our decisions.

For example, is it ethical to borrow money from a friend if you know you have no way of paying it back? In a similar way, is it ethical to wear an outfit to an event knowing full well that you have left the tags on and will return it for a refund tomorrow?

19.6.3 Corporate social responsibility

Businesses are not exempt from thinking about ethics and doing the right thing. As we have learnt, businesses are expected to do the right thing (such as remain competitive for the consumer's benefit) and they are regulated by law to make sure that they do so. In lesson 19.7 we will learn more about the ways that producers are required to protect consumers.

However, there is increasing pressure on businesses to take voluntary responsibility, not only for the legal or economic consequences of their activities, but also for the social and environmental implications. This means that businesses consider the consequences of their actions on the local and wider community and on the environment. This is known as taking corporate social responsibility (CSR).

Some examples of businesses displaying corporate social responsibility include:

- supporting and engaging in charity work/volunteer work
- sourcing organic and fair-trade suppliers for production
- reducing carbon footprint
- investing in other environmentally conscious businesses.

There are many businesses that have very public CSR initiatives. An example is the banking corporation, Westpac. Westpac has a Disaster Relief Package which is available for customers who are suffering hardship because of natural disasters such as bushfires and flood. Disaster Relief Packages aim to offer immediate practical help to assist customers to manage the impact of natural disasters on their finances. Westpac doesn't need to offer this, but rather it does so to go above and beyond its legal obligations. In doing so, it assists the wider community.

FIGURE 4 Westpac's Disaster Relief Packages are an example of corporate social responsibility.

19.6 SKILL ACTIVITY Interpreting and analysing, Communicating

Corporate social responsibility can also be referred to as 'social responsibility', being 'sustainable' or simply 'sustainability'. Remember, it is the things businesses do to show that they are considering the community and environment.

1. **Visit** one of the following weblinks in the Resources panel: **Coles**, **Ikea sustainability**, **Patagonia footprint**.
   This will show you information about how the business considers the wider community and the environment. Use this information to answer the following questions.
   a. **Summarise** the goods and services that the business sells.

FIGURE 5 Corporate social responsibility can be achieved in many ways.

b. **Discuss** with a partner the potential negative effects that the business's operations may have on the local community and the environment.
c. **Outline** at least five things that your chosen business does to lessen its negative impact on the environment.
d. **Analyse** why you think the business has chosen the courses of action above. Who do they benefit?

2. a. **Identify** a business of your own and repeat the steps in question 1.
b. **Communicate** your findings back to the class via a short presentation.

19.6 Exercise

learnon

19.6 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 6, 9	2, 5, 7	4, 8, 10

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Check your understanding

1. **Identify** the correct definition of 'debt'.
   A. A method of saving money
   B. A criminal offence where one person deliberately tricks another to gain personal advantage
   C. A financial obligation to repay money to an individual or institution from which you have borrowed
   D. An arrangement where an insurer promises to compensate the insured person for specific potential losses in the future in exchange for a periodic payment called a premium
2. There is no such thing as 'good debt'. True or false?
3. **Select** three consequences of having bad debt.
   A. You will be better off in the long term.
   B. Your credit rating is affected, and you may find it difficult to borrow money.
   C. It can affect employment opportunities.
   D. Your assets will grow in value over time.
   E. Your residence or other assets may have to be sold to help pay your debts.
4. **Explain** what is meant by 'ethical decision-making' in relation to financial decisions.
5. A business may refuse a refund if the buyer has simply changed their mind or if there is nothing wrong with the purchased item. True or false?

Apply your understanding

Communicating

6. **Describe** two responsibilities that consumers have in relation to goods or services they purchase.
7. **Explain** the difference between 'good and bad debt'.
8. **Identify** what is meant by 'bankruptcy' and list three consequences.
9. **Describe** what is meant by 'corporate social responsibility'.
10. **Decide** how corporate social responsibility can benefit a business.

LESSON
19.7 How are consumers protected?

LEARNING INTENTION

By the end of this lesson you should be able to explain the ways producers are required by government to protect the safety of consumers (for example, mandatory and voluntary standards, product safety recalls or cooling-off periods).

TUNE IN

It is Australian law that the goods that consumers purchase must be safe for use or consumption.

1. Consider **FIGURE 1**. List the products that the consumer has bought.
2. What features must these products have to ensure that they are safe for the consumer? You may wish to produce this information in a table.
3. Create a mind map to outline the options that are available to the consumer if they find a problem with a product.

FIGURE 1 Safety considerations have increased over the last few years.

19.7.1 Law and justice

Governments at all levels involve themselves in the market in a variety of ways. Politicians, commentators and the media often refer to the issue of 'economic management' as a responsibility of government. People expect the government to take action to encourage growth in the economy and to avoid high unemployment. Government activity within a market economy goes well beyond these aims. The successful operation of markets often depends on the level of government involvement.

The government provides a legal framework that allows buying and selling in the marketplace to occur within a set of rules that should be fair to all participants. Australian Consumer Law protects consumers from the actions of businesses.

19.7.2 Treating consumers fairly

Mostly, consumers are able to plan for purchases to satisfy their needs and wants. However, there are occasions when consumers may make a rushed or impulsive purchase. This can happen for many reasons, for example when a consumer is short of time, or when they have not been able to do their research. Regardless of the situation, consumers are entitled to fair treatment when making a purchase. Consumers have a set of rights under Australian Consumer Law. Some of these rights are:

- Any contract or agreement that a consumer enters into must be fair and balanced. It must be written in clear language that is easy to understand. It should not contain any provisions that allow the seller to change the conditions of the agreement without informing the buyer. For example, it would be illegal for a mobile phone contract to allow the service provider to make changes to their prices and charges without notifying the customer. However, the consumer is responsible for reading the contract carefully to make sure they understand it.

- A consumer has the right to ask for a receipt for any transaction, no matter how small the amount involved. For all transactions over $75, a receipt is compulsory.
- Anyone attempting to sell goods or services door-to-door or over the phone can only do so between 9 am and 6 pm on weekdays, and from 9 am to 5 pm on Saturdays. These types of sales are not permitted on Sundays or public holidays. This rule does not apply when consumers have agreed in advance to an appointment time for the seller to visit their home. A salesperson must leave immediately if requested and must not contact the consumer again for at least thirty days (with that same product). If a consumer agrees to purchase goods or services from a door-to-door salesperson, or over the phone, the Australian Consumer Law allows for a ten-day 'cooling off period'. This means that the consumer has the right to cancel the agreement within ten days, without having to pay anything.
- Buy now, pay later agreements must be in writing and must be expressed in plain language that is clear and easy to understand. The agreement must include all terms and conditions.
- Businesses that display 'No refunds' signs are breaking the law. If a product is faulty or is unfit for its usual purpose a refund must be offered to the buyer. However, a business may refuse to provide a refund if consumers simply change their minds and there is nothing wrong with the product.

FIGURE 2 If a product is faulty or is unfit for its usual purpose a refund must be offered to the buyer.

Although the Australian Consumer Law is a law of the Commonwealth parliament, enforcement of the laws protecting consumers is usually carried out by the relevant state or territory Office of Fair Trading or Consumer Affairs Office.

When a consumer has a complaint against a seller, these offices will usually recommend that the consumer attempt to sort out the problem directly with the seller. If direct contact with the business does not produce a result, the Fair Trading or Consumer Affairs Office may contact the business on the consumer's behalf and attempt to resolve the matter.

If the business fails to resolve the problem, Fair Trading or Consumer Affairs Offices can take legal action on behalf of the consumer. If the legal action is successful, the seller may be required to compensate the consumer or to replace or repair any faulty goods. The business can also be fined for failing to comply with the Australian Consumer Law.

19.7.3 Who keeps us safe?

Several different bodies are responsible for ensuring that the goods and services we buy are not going to cause us harm. These bodies include government regulators. The roles of these different entities are discussed briefly below.

FIGURE 3 Customs officers check containers of goods from overseas to prevent dangerous or illegal goods from entering the Australian market.

Government regulators

Governments at federal, state, territory and local level have established a number of bodies to ensure product safety. These include:

- The Australian Competition and Consumer Commission (the ACCC) includes issues of product safety among its various roles.
- State and territory Consumer Affairs and Fair Trading authorities have a major role within their respective states.
- Customs and quarantine bodies are able to monitor goods coming in from overseas, and can identify any products that might be dangerous.
- Specific industry regulators are organisations that have particular powers in relation to certain types of products. For example, the Therapeutic Goods Administration has a role in regulating medicines, as well as devices such as wheelchairs.
- Local government health authorities carry out inspections on food premises such as restaurants, cafés and school canteens to make sure cleanliness and hygiene regulations are followed.

Other groups

Responsibility for product safety is spread broadly across the community, with a number of organisations involved, including:

FIGURE 4 Consumers can be assured that any product carrying ISO certification will be safe and will conform to the highest standards of quality.

- Businesses: manufacturers and sellers take responsibility to ensure their products are safe. A business selling a product that causes harm to one or more consumers can be sued by those affected. It makes sense to avoid legal action by closely controlling the production process to keep products safe.
- Technical bodies: worldwide organisations such as the International Organization for Standardisation (ISO) set acceptable standards for all types of products. Any product that conforms to those standards is entitled to display an ISO number, so consumers know it conforms to the highest quality.
- Consumers: buyers and their representatives also have a responsibility for safety. Choice, formerly the Australian Consumers' Association, publishes journals and a website called *Choice*, which examines and tests all types of products.
- Individual consumers also have a responsibility to maintain items to keep them safe, such as checking electrical cords and enabling safety features on motor vehicles.

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19.7.4 What do the government regulators do?

Federal, state and territory bodies have wide-ranging powers and responsibilities to ensure product safety. They carry out a variety of different activities in exercising these responsibilities.

General market monitoring

Government regulatory bodies examine all areas of all markets to detect possibly unsafe products. They monitor the media for any death or injury reports that may suggest a particular product could be dangerous. They examine and arrange testing of new types of products coming onto the market. They also respond to consumer complaints and monitor information on new products from around the world.

Encouraging safe practices

Regulatory bodies encourage safe practices through various measures. These include:

- Removing dangerous goods from sale.
- Recalling unsafe goods, so that the issue can be solved by the manufacturer.
- Making sure that manufacturers and suppliers comply with all mandatory safety standards.
- Providing a range of information related to product safety, which can be accessed by the community. This might include media releases and product safety websites.

FIGURE 5 Manufacturers that discover a fault in any of their products are expected to recall these products for repair, replacement or refund.

FIGURE 6 All packaged food must provide nutritional information on the packaging.

on Resources

Weblink ACCC Product Safety Recalls

19.7 SKILL ACTIVITY: Evaluating, concluding and decision-making

1. Using the **ACCC Product Safety Recalls** weblink in the Resources panel, **select** three 'Recall categories'. From each of these three categories, **select** one product that has been recalled and answer the following.
   a. What was the name of the product?
   b. What was the defect in the product?
   c. Why was that defect dangerous/What are the hazards?
   d. What advice is given to consumers?
   e. How did the matter come to the attention of the ACCC?
   f. What decisions, actions or recommendations did the ACCC make in relation to the issue?
2. Aside from the legal requirements, **suggest** how a manufacturer might respond when its products are found to be faulty or dangerous.

FIGURE 7 Cars are one of the products that are subject to product recalls.

19.7 Exercise

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19.7 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 4, 8	2, 6	3, 5, 7

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Check your understanding

1. Government regulators can take legal action if a person is injured after a supplier fails to remove a banned product from sale. True or false?
2. **Identify** one way consumers can play a role in product safety.
   - A. Buy less products
   - B. Only buy products from expensive stores
   - C. Report faulty products to the business or the government body
   - D. Complain about the product on social media
3. a. **Explain** the responsibilities consumers have in relation to product safety.
   b. **Outline** what is meant by ISO and how this body contributes to product safety.

Apply your understanding

Communicating

4. **Describe** the role of each of the following in ensuring product safety:
   a. industry regulators
   b. customs and quarantine
   c. local government authorities.
5. **Explain** the role of education in product safety.

Evaluating, concluding and decision-making

6. Do you think the potential fines and bans for failing to meet safety standards are appropriate? **Justify** your opinion.
7. **Explain** how the internet and globalisation have impacted the need for consumer protection.
8. Buyers are often recommended to attempt to solve an issue with a product themselves directly with the seller. **Discuss** this method of resolution.

LESSON
19.8 Why is innovation important to businesses?

LEARNING INTENTION

By the end of this lesson you should be able to explain the reasons businesses seek to build or create a competitive advantage. You should also be able to describe processes that businesses use to innovate and differentiate products and services from competitors.

TUNE IN

Consider the computer in **FIGURE 1**. Apple considered this computer as 'revolutionary'. It had a 16-bit processor and 256KB of memory (this was expandable to 8MB at significant cost.

It also boasted the best graphics — with 4096 different colours and 259 of them could be shown on screen at any one time!

1. What are your observations on this desktop PC?
2. How long was the Apple II GS on the market for? Why did it stop selling? What happened next?
3. How do the specifications on this Apple II compare with the latest Apple desktop computers or laptops? Do some research to compare.

FIGURE 1 An Apple IIGS, which was released in 1986 and discontinued in 1992

19.8.1 Defining innovation

Innovation is about coming up with new and improved ways of doing things. This can include many things such as: developing ideas for a new good or service (invention), improving an existing good or service, and changing the way that a good or service is produced or delivered. As Australian businesses are increasingly forced to compete on a global scale, they rely on innovation to help them establish an advantage over their competitors, wherever they are based.

FIGURE 2 Innovation involves many skills and processes.

19.8.2 Types of innovation

There are many different types of innovation, however, two of the most common types are **product innovation** and **process innovation**, these types of innovation are developed in the following ways:

product innovation when a new product is created or an existing product is improved

process innovation when changes and improvements are made to the production process of a product or service

- *Product innovation* occurs when a new product is created or an existing product is improved. This may mean modifying the features of a product or changing the features altogether. Product innovation results in the final product or service being changed and hopefully improved, in some way. As an example, TVs have been innovated to include 3D display, smart functions, High Dynamic Range, and more recently a 'rollable' flat screen has been developed by LG. As technology moves so fast, these innovations quickly become replaced with newer ones.
- *Process innovation* occurs when changes and improvements are made to the production process of a product or service. The final product may not necessarily change but the way it is produced does change. Process innovation is usually aimed at improving efficiency; that is, producing the same product or service with fewer resources. An example of process innovation is the use of robotics in the manufacturing process of a car. While the final product is the same, innovation has occurred in the production process.

19.8.3 How can a business foster innovation?

The Department of Industry, Innovation and Science (DIIS) is a department within the Australian Government. The DIIS has created an online hub to provide businesses with practical advice on how they can foster innovation within their organisation. It encourages businesses to recognise that innovation is the key to establishing a competitive advantage. While all business are different, the online hub identifies six key steps towards business innovation. They are outlined in **FIGURE 2**.

19.8.4 Surviving and thriving

A business will generally seek a competitive advantage to ensure that it performs as well if not better than its competitors, so that the business survives. That is, the business seeks to make enough profit to be able to continue into the future. Businesses also seek to build or create a competitive advantage to meet the changing demands of a competitive global market.

19.8.5 Meeting the changing demands of a competitive global market

Businesses expect that they will operate in a **competitive market**. This is a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers. In a competitive market no single buyer or seller has the power to exert control over the market or prices. Today, markets can be global. This means that goods and services are exchanged between businesses and customers across the world.

competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers

demand the amount of a particular good or service that a customer will want to purchase at a given price

Demand is constantly changing in the global market. The demands of customers in any market can change due to:

- Changing incomes — either increasing (so customers are likely to demand more products, particularly luxury items) or diminishing (so it is likely that customers will demand fewer products).

- Changing tastes and fashions — which can increase or reduce the demand for certain products.
- Changing prices of complementary and substitute goods and services — some products are complementary (they go together like cars and petrol, or pens and paper); others are substitutes (they can replace each other like margarine and butter, or tea and coffee). This means, for example, that if the price of petrol increases then demand for petrol will fall, which can cause demand for cars to fall because cars and petrol are complementary. This may lead to the demand for cars switching from large to small cars that consume less petrol, because large cars and small cars are substitutes.
- Changing population — changes in age and gender distribution will impact on demand; for example, an ageing population is likely to demand products related to the health and retirement industries.
- Changing expectations about the market, including future prices and incomes — which means that customers will act in a certain way if they expect that something is going to happen.
- Changes in the number of potential customers — an increasing number of customers often generates greater demand for products, whereas a decline in the number of potential customers is likely to reduce demand.

If any of these factors change, then the demand from customers for a business's products will change — by increasing or decreasing. A business that operates in a competitive market will need to build or create a competitive advantage to meet these changing demands before competitors do.

FIGURE 3 Nike has created a competitive advantage by focusing on social media, including its own social network (Nike+), and introducing Nike concept stores.

19.8.6 Improving the profit margin

Profit is the financial reward that a business aims to achieve in return for taking the risk of producing a good or service and attempting to sell it to customers in a market. A business will normally have an owner (or owners) who have invested in the business and are relying on the business to make a profit so that they can earn a return. For this reason, profit is a good measurement of the success of a business. A business with a competitive advantage is more likely to make a profit.

Profit margin is more than just the difference between the money that has been collected from selling the completed product (sales revenue) and all the business expenses. Profit margin is an indicator of the financial health of a business. More specifically, it measures the amount of profit that a business earns from the sales of its product. Profit margin is expressed as a percentage and is calculated using the following formula:

$$\text{profit margin} = \frac{\text{profit}}{\text{sales}} \times \frac{100}{1}$$

profit what remains after all business expenses have been deducted from the money that has been collected from selling goods and services

profit margin an indicator of the financial health of a business, expressed as a percentage, that measures the amount of profit that a business earns from the sales of its product

Most businesses aim for a high profit margin. A business with a low profit margin would need to examine expenses to see whether reductions could be made. It follows then that a business with a competitive advantage, such as a low-cost manufacturer, should be able to improve its profit margin.

FIGURE 4 Aldi's competitive advantage is its low-cost strategy which it uses to offer customers value for money and improve its profit margin.

19.8.7 Achieving efficiencies and lower costs

As mentioned in the previous section, businesses seek to create a competitive advantage so that they can make a sufficient and sustainable profit in the long term. To do this, they must develop strategies to reduce their costs.

Many types of costs are incurred by a business, including:

- wages and other employee-related costs
- rent or mortgage repayments
- financial costs (such as interest on a loan)
- insurance
- cost of materials from suppliers
- advertising and other marketing costs.

While all businesses incur costs as part of their operations, it is important that a business look to achieve efficiencies in order to keep these costs to a minimum. By manufacturing products at a low cost, a business can generate more profit from each sale.
Consider the formula for net profit:

$$\text{net profit} = \text{total revenue} - \text{total expenses (costs)}$$

This formula clearly identifies two components of net profit: revenue and expenses (costs). Businesses are constantly seeking to establish a competitive advantage to improve their revenue and reduce their costs. That way, they are able to achieve their ultimate goal of sustainable profit maximisation.

19.8 SKILL ACTIVITY: Questioning and researching

Undertake research to **identify** a business that has engaged in either product innovation or process innovation. Use your research to complete the following.

a. **Name** the business.
b. **Outline** the nature of the business's innovation.
c. **Classify** the innovation as either product or process innovation.
d. **Explain** how this innovation has helped the business establish a competitive advantage.

19.8 Exercise

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19.8 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 5, 6	2, 3, 4, 7	8, 9, 10

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Check your understanding

1. What is a competitive market?
   - A. One in which a large number of businesses are selling different products
   - B. One in which a small number of businesses are competing with each other to satisfy the demands of a large number of customers
   - C. One in which a large number of businesses are competing with each other to satisfy the demands of a large number of customers
   - D. All of the above
2. **List** the factors that can cause the demands of customers in a market to change.
3. a. **Define** the term 'profit margin'.
   b. **Outline** how a profit margin is calculated and **explain** what it reflects.
4. a. **Define** 'innovation'.
   b. **Identify** two examples of innovation in business.
5. A business would seek a competitive advantage because it's the law to do so. True or false?
6. Which of the following is an example of innovation in business?
   - A. Developing ideas for a new product or service
   - B. Improving an existing product or service
   - C. Changing the way that a product or service is produced or delivered
   - D. All of the above

Apply your understanding

Evaluating, concluding and decision-making

7. **Explain** what might happen to a business if it did not attempt to build or create a competitive advantage when facing changing demands in a market.
8. Consider each of the following cases and **explain** how:
   - a. an increase in people's income would affect the demand for jewellery
   - b. an increase in the number of people concerned about the environment would affect demand for plastic bags
   - c. a surge in the price of petrol would affect demand for large cars
   - d. a fall in the price of butter would affect the demand for margarine
   - e. an increase in the average age of the population would affect the demand for health services
   - f. a decrease in the number of people who think that the economy will perform well in the next year will affect the demand for electrical products
   - g. an increase in the number of customers willing to purchase products will affect the demand for fruit and vegetables.

Communicating

9. Other than product and process innovation, **describe** how else a business might engage in innovation.
10. **Suggest** three sources of information or strategies a business could use to conduct an analysis of the trends in the market environment, including their customers' needs and wants and their competitors' products.

LESSON
19.9 How do building connections and innovation help a business?

LEARNING INTENTION

By the end of this lesson you should be able to explain processes that businesses use to build connections, and innovate and differentiate products.

TUNE IN

Over half of Australia's land use is devoted to agriculture – the growing of crops and the raising of livestock (animals). Agricultural exports were valued at around $75 billion in 2023. China is one of our biggest importers of agricultural products. The Australian government connects with farmers and agricultural businesses through varied support schemes. This includes grants, events and network groups.

FIGURE 1 This farm in Victoria has allocated land to sheep grazing.

1. Suggest, through the creation of a list or mind map, what you think Australia's most exported products are.
2. The government has many things to spend money on. Why would it seek to connect with, and help, farmers and businesses in the agricultural sector?
3. The government offers up to $15 000 for small scale agricultural businesses to diversify their product ranges. Suggest the reasons for this.

19.9.1 Building connections

Businesses rely on other businesses. This can be seen in the relationship between two businesses; one business makes a product and the other business provides supplies to that business. The producer business will need to have a close relationship with its supplier business. This will help to ensure that it receives exactly what it needs and in good time for manufacture or production. The supplier business may also offer favourable discounts to the businesses it works with. This will reward them for their repeat purchases and business. This lesson will explore the ways that businesses build connections with other organisations to improve efficiency.

FIGURE 2 McDonald's ads always include references to Coca Cola.

19.9.2 Sharing promotion costs

Promotion refers to the activities and methods that a business might use to promote its self and its products. This includes generating sales, engaging in public relations, direct marketing and advertising. For example, a growing sports business might add sponsorships to its marketing mix to help promote it to a wider audience.

Some businesses engage in shared promotion, and therefore shared promotional costs in order to create cost efficiencies. One of the most well known examples of this involves the fast food company McDonalds and Coca-Cola. McDonalds may run ads for its products but always includes references to Coca-Cola. Both businesses share the cost and benefit equally.

19.9.3 Government assistance

If a business can increase its market, and sell more products, it can benefit from increased economies of scale. In simple terms, this means that a business can spread its fixed costs over a larger output. When this happens cost per unit falls, which is a significant efficiency.

In Australia, businesses have relatively easy access to Asia–Pacific markets. These markets will readily buy Australian products, in particular our dairy produce (milk and cheese), our wines and meat. The Australian Government provides assistance to businesses considering selling their products overseas.

FIGURE 3 Around half of Australia's cheese exports are sold in Japan.

The Export Market Development Grants (EMDG) scheme, administered by Austrade on behalf of the Australian government, provides financial assistance for aspiring and current export businesses. Grants allow business to have the money to market and promote their products overseas. Furthermore, the government works directly with exporters and their banks to provide loans and insurance.

19.9.4 Developing highly skilled professionals and leaders

A business that is able to train and develop the skills of its staff is more likely to be productive and efficient.

FIGURE 4 Training a workforce leads to an increase in skills.

Businesses have several options that will help them develop a highly skilled and more efficient workforce, these include; embracing continual training, and developing partnerships with other businesses including not-for-profit organisations and government. This may allow businesses to access grants for training programs or to relocate workers that are no longer needed.

When employees in a business are highly skilled, they are more able to produce innovative and high quality products. Australia has a reputation for producing high quality products that can be exported around the world. This is a type of efficiency that economists call technical efficiency as skilled people produce more innovative goods and services more effectively.

19.9 SKILL ACTIVITY: Questioning and researching

Most businesses have a connection to their customers through social media. **FIGURE 5** shows how a small business entrepreneur may use video to connect with customers and show products or services. This connection is more personal than traditional forms of advertising such as TV commercials or billboards.

FIGURE 5 Technology allows small business owners to connect with a wider market.

1. Make a list, or mind map, of some of the businesses that connect with you on a more personal level through social media, email or even more traditional forms such as post. What methods do these businesses use to connect with you? Is it video? Through a survey or through images?
2. **Research** which companies, brands or celebrities have the most followers on Instagram, or X (formerly known as Twitter). Typing 'most followed instagram accounts' will get you started. Record and organise your results – you may find a table works well.
3. **Explain** why businesses connect with customers in the ways that you have explored. How else can businesses benefit apart from increased sales?

19.9 Exercise

learnon

19.9 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
1, 3, 4	2, 5, 6, 8	7, 9, 10

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Check your understanding

1. **Identify** two common methods that businesses use to build connections with their customers.
2. **Outline** two benefits of a business being more connected to its customers.
3. Australian businesses are discouraged from exporting to overseas countries. True or false?
4. A Government grant is
   - A. money, provided by a government, to achieve government policies in areas such as business, education or sports.
   - B. money, provided by businesses, to the government in the form of a tax.
   - C. money, supplied to businesses from the government, which is used for marketing and promotion.
   - D. a form of prize money for businesses, like a lottery.

Apply your undestanding

Communicating

5. The Export Market Development Grants (EMDG) is an example of a government-led scheme to help businesses. **Explain** what they do.
6. Why is it important for businesses to innovate?
7. A collaboration is where businesses come together to develop or market a product. **Suggest** one example of collaboration.
8. **Explain** why some businesses work together to promote and develop their their products.
9. **Outline** two reasons why it is important for a business to have highly trained staff.
10. Sponsorship is a way that two businesses might work together. **Explain** how sponsorship works and how it benefits both businesses.

LESSON
19.10 How can businesses reduce costs?

LEARNING INTENTION

By the end of this lesson you should be able to explain processes that businesses use to produce goods and services at a lower cost.

TUNE IN

You have no doubt heard the stories about old mobile phones and the size of them! Mobile phones have been around since the 1980s with some of the very first models weighing in at well over 10 kg. What was also significant was the price. In 1984 a Motorola DynaTAC (total area coverage) would have cost nearly $4000. As such, only the very wealthiest of Australians would have been able to afford one.

1. Why do you think that the mobile phone was so expensive back in 1984?
2. What is the price of a mobile phone today? Provide a range of examples.
3. Why did mobile phone technology come at such a high price in the past? What has happened to change things?

FIGURE 1 An early mobile phone

19.10.1 A range of strategies

Businesses use a variety of strategies to create competitive advantage. These include offering a lower cost product.

19.10.2 Reducing the cost of a product

The price of a product can be lowered in two ways. First, the business can simply reduce the price. This will create a competitive advantage if the price is lower than the price offered by competitors and if customers choose the lower priced product. However, it will have the effect of reducing the potential profit that the business can earn.

FIGURE 2 Driverless trucks can help decrease costs and improve productivity.

A second method is to reduce costs. If production costs are lowered, the business can reduce the price while maintaining a healthy profit margin. Aldi chooses a business model that concentrates on lowering costs for the business. Aldi stores are basic, without self-serve checkouts and any of the 'in shop' features like a deli or bakery. The range of products is also small in comparison to other supermarkets. Both of these things mean that Aldi can keep costs low and pass this onto the consumer through lower prices. Furthermore, Aldi stores operate with only a few members of staff. By reducing staff expenses or by cutting staff numbers, businesses can reduce costs. Restructuring (reorganising the way the business is structured) is another way that businesses reduce staff and therefore cut costs.

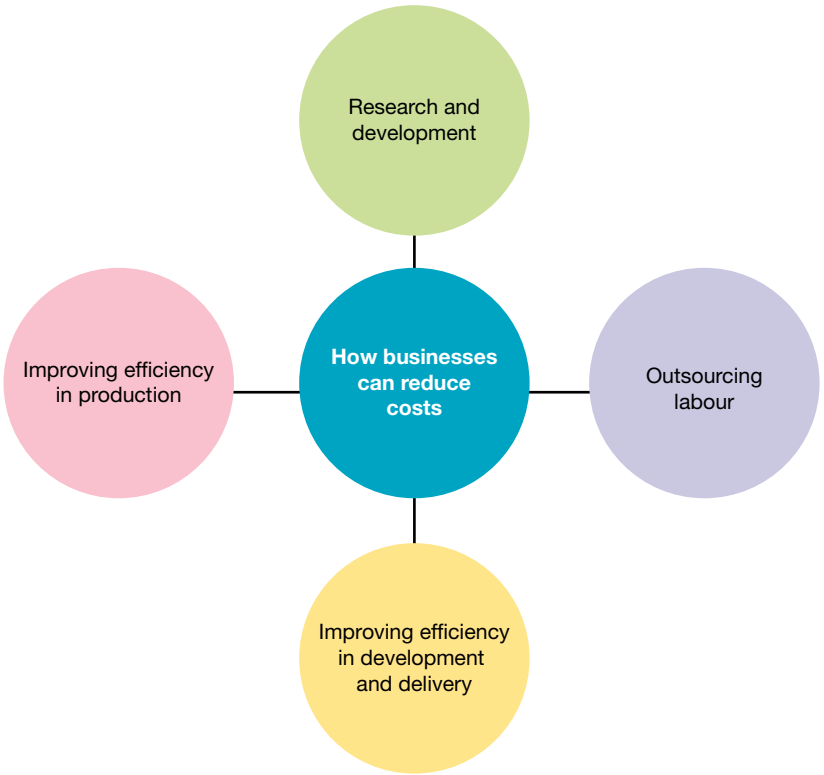
A business can attempt to reduce costs by increasing the production capacity of its facilities. A bigger production facility means that more items can be made. This uses the same principle of when you buy items in bulk. Buying in bulk as we know is often much cheaper.

Think about the baking of cookies for example. Buying ingredients in bulk, and producing thousands of cookies with machines and huge ovens works out much cheaper per item than handcrafting items on a small scale in a home kitchen. For many businesses, reducing costs is a matter of working more efficiently (working smarter) by finding new and improved ways to manufacture goods or provide services.

FIGURE 3 Aldi is well known for its business model of cheapness over choice.

tlvd-10718

FIGURE 4 How a business can reduce costs



19.10.3 Achieving improved efficiency

One of the main objectives of a business is to improve the efficiency of its operations. Being efficient refers to how well a business uses its resources. When a business is producing a good or service with the least waste of time, energy, or material it is described as efficient and productive. **Productivity** measures the amount of **output** compared to the amount of **input** that goes into production. By improving productivity, businesses can be more competitive as they produce products at lower costs than competitors. Productivity can be improved by reducing the number of inputs required to obtain the same level of output or an increased output. Alternatively, productivity can be improved if inputs remain the same but output increases, thereby obtaining more from the inputs.

There are many strategies that businesses can use to improve productivity. Some of these strategies include:

- capital investment to buy more efficient machines, for example
- investing in technology to speed up production of a good or provision of a service
- managing materials so that there is neither too much or too little stock.

FIGURE 5 Tesla is developing the Tesla Bot as one of its newest technologies. Cost efficiencies can be achieved as Tesla will use some of its existing car, robot and brain machine intertechnology in the Tesla Bot.

Implementing efficiency in development

A business can create efficiency in the development stages of a product. This might mean that they make use of planning and that they pursue ideas that they have tested and developed as a group to avoid poor decision-making. Efficient development should include lots of research and product testing before the product gets launched.

Efficiency in delivery processes

Many businesses create efficiencies and lower costs by innovating different delivery methods. Amazon, the world's largest internet company, has worked hard to improve its speed of delivery.

To reduce delivery times it has added new fulfilment centres (warehousing facilities that receive, process and fill incoming orders), and is beginning to deliver orders directly to customers rather than using external package carriers. Increasingly high levels of automation are being developed to improve the speed of filling orders.

The retail giant has also announced plans to use drones to improve the speed of package delivery. Having a competitive advantage in delivery means that many customers will chose that business for that particular reason. Businesses are also using route management software to make delivery more efficient and cost effective.

productivity a measure of efficiency; the amount of output produced compared to the amount of input required in production

output the end result of a business's efforts; the good or service that is delivered or provided to a consumer

input the resources — including materials, equipment and labour — used in the process of production

19.10.4 Implementing efficiency in production

Businesses can make use of **operations** strategies to reduce costs, create efficiencies and differentiate a product. Operations strategies are used to manage the production of the business's product, whether it is a manufactured good or the provision of a service. Operations are responsible for the transformation of inputs, including materials, equipment and labour used in the process of production, into output — the finished product.

Operations strategies for lowering costs include:

- ensuring that there are stable production processes with limited interruptions
- ensuring that all resources are put to their best possible use
- constantly looking for opportunities to streamline production processes
- updating facilities and equipment with new, more efficient technology.

Operations strategies for improving quality and efficiency include:

- evaluating processes to ensure that there are minimal defects
- relying on extensive use of integrated technology and computerisation to minimise defects
- establishing efficient relationships between suppliers and the business to ensure that quality materials are delivered on time and in the right quantity
- adapting the process used to transform inputs into output to respond to the need for constant improvement.

FIGURE 6 Operations strategies are used to manage the production of the business's goods and services.

FIGURE 7 Businesses that have good quality management systems will be able to reduce defective products and costs of wastage.

operations the area of a business that consists of all the activities engaged in producing goods and services

19.10.5 Research and development

Businesses undertake research and development (R&D) in order to expand their knowledge of products and processes. Invention (developing something new) and innovation (improving something that already exists) are vital for providing a business with a competitive advantage. Researchers and scientists undertake R&D in a business to produce new products, improve existing products or develop new processes (find new ways to do things). The latest figures from the Australian Bureau of Statistics tell us that expenditure on research and development was around $18 171 million. Around 40 per cent of this expenditure was in the field of Information and Computing Sciences.

R&D can make a business more competitive. For example, it can develop new products in response to those of competitors, or improve existing products to make them superior to those of competitors. R&D can also lead to technological developments, such as robotics and information technology, that improve the way the product is produced or the way it is delivered to customers and thereby improve business competitiveness.

Utilising local resources

Using local suppliers is an advantage for businesses when it means that this will make production more efficient and costs lower. Local suppliers are more likely to get the products needed for a business' production in the right place and on time. Local suppliers will also have reduced transportation costs. Both of these things mean that a business can keep its costs and prices lower. There are many businesses that claim to use and support local suppliers and this includes multinational businesses such as KFC and McDonalds.

However, in some cases local resources may be more expensive. This is the case if the local product is specialist or produced in smaller quantities such as with organic fruit and vegetables.

Outsourced labour

Outsourcing is a practice where a business contracts out tasks, roles or processes to a third-party provider. Companies across a range of industries outsource many types of jobs to cut costs, improve efficiency and deliver higher quality goods or services. By shifting business functions to a cheaper and more efficient provider, a business can focus on growing and gaining a competitive advantage. Businesses often outsource tasks to overseas businesses or employees who can take advantage of lower labour and production costs.

outsourcing reducing costs by transferring tasks normally completed by the business to outside suppliers

19.10 SKILL ACTIVITY: Communicating

1. Working in small groups, **select** a product from the list below:
   - A loaf of bread
   - A tennis ball
   - 1 litre of milk
   - A pair of runners
   - A pair of socks

   You may also use your own product suggestions.
2. In your groups, **create** a mind map of how you might reduce the manufacturing cost of your item. To do this you need to:
   - **research** what your item is made of, or where the raw materials come from.
   - **identify** how the product is made and who is involved in the production. (Is it made by machine or by people or both?)
   - **identify** where it is made.
3. **Decide** how best to reduce the cost of producing your item and present this to your teacher or class using a suitable communication tool.

19.10 Exercise

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19.10 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
2, 6, 7	1, 3, 4, 8	5, 9, 10

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Lowering the price of a product can create a competitive advantage if it is lower than the price offered by competitors.
   b. Using local suppliers can make production more efficient and lower costs for businesses.
   c. Aldi's business model focuses on ensuring they have a wide range of different products weekly, to ensure customers return.

2. **Define** output and input in your own words. Reference a particular company, organisation or product in your answer.
3. Briefly **outline** the features that form a quality product.
4. **Identify** the ways that businesses can compete on quality. **Select** all that apply.
   - A. Decreasing efficiency in development
   - B. Outsourcing labour
   - C. Raising the overall cost of a product
   - D. Using local resources where possible
   - E. Decreasing production capacity
   - F. Implementing efficiency in delivery
5. What is meant by the word 'operations'?
6. Complete the following statement: Research and development is when a business expands their _____ of a product or _____ technique in order to look for ways to _____ it. This might give the business a _____ _____ .

Apply your understanding

Communicating

7. **Explain** why the efficiency of a business's operations can play a big part in their level of success.
8. **Explain** how Amazon has improved its speed of delivery.
9. **Outline** how invention and innovation are different and provide examples to support your answer.

Evaluating, concluding and decision-making

10. **Explain** how the following strategies will create a competitive advantage for a business.
    - a. Offering a lower cost product
    - b. Improving the speed of delivery
    - c. Improving the quality of the product
    - d. Implementing efficient internal operations strategies
    - e. Undertaking research and development

LESSON
19.11 INQUIRY: Financial risks and rewards

LEARNING INTENTION

By the end of this lesson you should be able to describe how individuals manage financial risks and rewards.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

What strategies can be used to manage financial risks and rewards?

Step 2: Interpreting and analysing

Answer the following:

1. Jordan has just finished secondary school. Her financial goals for her future include saving for a deposit to buy a small apartment. This is a long-term goal. First, Jordan will attend tertiary education. Jordan has a bank account with money in that she has saved from her part-time job at the local swimming pool.
   a. As Jordan is now more independent, **outline** three financial risks that she might be exposed to.
   b. Choose one of these financial risks and **explain** how Jordan might protect herself from this risk.
   c. Jordan is saving for a deposit for an apartment. Is this considered a financial risk? **Explain** your answer.
2. Franz finished school at the same time as Jordan. Franz would like to buy shares on the share market.
   a. Advise Franz of the financial risk associated with this.
   b. **Outline** what Franz can do to reduce his risk.
   c. What other options would Franz have if he wanted to earn a return on his money?
3. Consider both Jordan and Franz and their financial goals.
   a. **Compare** the risk and reward of both goals.
   b. **Analyse** how Jordan and Franz's goals might reflect their individual ethical decision-making.

Step 3: Evaluating, concluding and decision-making

As Jordan and Franz get older their financial responsibilities will increase.

a. **Outline** some of the financial responsibilities that they will face.
b. **Describe** some of the risks that the pair will face as they start to make more frequent consumer purchases.
c. **Outline** the different forms of consumer protection that exist for consumers like Jordan and Franz.

Step 4: Communicating

Create an A4 information leaflet aimed at young adults who are about to gain their independence. The leaflet must inform a young person about the risks associated with being an active consumer. It must include the strategies that consumers can use to protect themselves. It must also include the protection that is offered by Government bodies.

Complete your self-assessment using the **Inquiry rubric** or access the 19.11 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39805)

LESSON
19.12 Review

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19.12.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

19.2 What is the role of banks and other deposit-taking institutions?

- Making financial decisions has both risks and rewards.
- The risks involved in managing your money and making investments can be minimised by smart and sensible decision-making.
- There are many types of financial institutions in Australia including banks, credit unions and building societies.

19.3 What financial risks do consumers face?

- It is important to be aware and cautious of financial risks such as scams, identity theft and fraudulent transactions.
- A scam is a dishonest scheme with the aim of tricking you into parting with your money or your bank account or credit card details.
- Identity theft occurs when someone illegally obtains your personal details, such as credit card numbers, and uses those details to commit fraud.
- A fraudulent or unauthorised transaction is when someone transfers money from your bank or credit card account without your permission.
- There are ways that consumers can protect themselves from financial risk including researching offers, asking questions, being cautious about clicking on links and checking their statements.

19.4 What are the different types of investment?

- There are different types of investment you can make to increase your money, but all have different levels of risk.
- Investments include shares, term deposits and managed funds.
- Savings and superannuation help you protect yourself from financial risk and plan for the future.

19.5 What financial rewards can consumers receive?

- Consumers can be affected by rewards; for example, choice, innovative products and services or benefits accrued through loyalty schemes.
- Research and development can make a business more innovative and more competitive.
- The Australian Competition and Consumer Commission (ACCC) monitors and regulates competitive marketplaces.
- Customer loyalty schemes are marketing and promotional tools used to encourage consumers to have a connection to a particular brand and encourage repeat business.

19.6 What is the importance of ethical decision-making and corporate social responsibility?

- Ethical decision-making means considering a decision in terms of whether it is respectable or 'the right thing to do'.
- Debt can be good or bad debt, but always needs to be managed wisely.
- Businesses increasingly need to consider the consequences of their actions on the local and wider community and on the environment. This is known as taking corporate social responsibility (CSR).

19.7 How are consumers protected?

- Producers are required by government to protect the safety of consumers.
- Several different bodies are responsible for ensuring that the goods and services we buy are not going to cause us harm. These bodies include government regulators.
- The safety of consumers is protected in various ways including mandatory and voluntary standards, product safety recalls or cooling-off periods.

19.8 Why is innovation important to businesses?

- Businesses seek to build or create a competitive advantage, often through innovation, to meet the changing demands of a competitive global market and improve their profit margins.
- Reducing the price of the product or reducing costs (by restructuring, increasing production capacity or working more efficiently) can achieve a lower cost product.

19.9 How do building connections and innovation help a business?

- Businesses build connections with their customers, with other businesses and with government organisations to help them to improve their products and their competitiveness.
- Businesses can also improve connections with their staff and connect with organisations that help with investment in training. Well-trained staff are often more innovative.

19.10 How can businesses reduce costs?

- Businesses use strategies such as offering a lower cost product or a differentiated product to create a competitive advantage. Implementing efficient internal operations strategies or investing in research and development can support the business in introducing these strategies.
- Businesses often focus on improving efficiency of operations including how well they use their resources, producing a good or service with the least amount of waste, energy and/or materials and ensuring that the amount of input and output is balanced.

19.11 INQUIRY: Financial risks and rewards

- Having an awareness of financial risks and rewards can be important for the future and may help prevent poor financial decisions.
- Understanding strategies to manage financial risk can be helpful.

19.12.2 Key terms

age pension regular payments made to elderly people to support them in retirement

agent a person acting for another in a business transaction

bankruptcy a legal process that declares that a person cannot pay their debts and allows them to make a fresh start

capital growth an increase in the value of an asset

competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers

debt a financial obligation to repay money owed

demand the amount of a particular good or service that a customer will want to purchase at a given price

dividends company profits paid to shareholders, in cash or in additional shares, in proportion to the number of shares they already own

ethical decision-making a way of making decisions based on using values and doing the 'right thing' by yourself and others

fraud a criminal offence where one person deliberately tricks another to gain personal advantage

gross wage a person's wage or salary before it is taxed by the government

innovation the process of improving a product that already exists

input the resources — including materials, equipment and labour — used in the process of production

interest an amount that is paid regularly for the use of borrowed money, usually expressed as an annual percentage of the sum of money lent (the interest rate)

invention the process of improving a product that already exists

mortgage money advanced by a bank, credit union or building society to a person for the purchase of a house or other property. The property itself is used as security for the loan, allowing the lender to seize the property if the borrower fails to make the regular repayments.

operations the area of a business that consists of all the activities engaged in producing goods and services

output the end result of a business's efforts; the good or service that is delivered or provided to a consumer

outsourcing reducing costs by transferring tasks normally completed by the business to outside suppliers

process innovation when changes and improvements are made to the production process of a product or service

product innovation when a new product is created or an existing product is improved

productivity a measure of efficiency; the amount of output produced compared to the amount of input required in production

profit margin an indicator of the financial health of a business, expressed as a percentage, that measures the amount of profit that a business earns from the sales of its product

profit what remains after all business expenses have been deducted from the money that has been collected from selling goods and services

repossessed a legal process by which an item can be reclaimed to cover the cost of a debt

research and development (R&D) activities undertaken to improve existing products or create new products

shares units of ownership in a company that entitle the possessor of the shares (the shareholder) to a proportion of any profits that the company makes

share market a market for trading shares in listed companies; also called a stock market

superannuation fund an account that holds and invests superannuation contributions made by employees, their employers or the government, for eventual distribution to help fund an individual's retirement

19.12.3 Reflection

Revisit the inquiry question posed in the Overview:

What strategies can be used to manage financial risks and rewards?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11585)
Reflection (ewbk-11587)
Crossword (ewbk-11588)

Interactivity Financial risk crossword (int-9100)

19.12 Review exercise

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Multiple choice

1. A customer has the right to return goods and demand a refund when.
   - A. the product is found to be unfit for its usual purpose.
   - B. the customer drops and damages the product in the car park outside the shop.
   - C. the customer finds a cheaper product in another shop.
   - D. the customer changes his or her mind the same day as the purchase took place.
2. Food safety in cafés and restaurants is monitored by.
   - A. state and territory Fair Trading and Consumer Protection authorities.
   - B. the Therapeutic Goods Administration.
   - C. the ACCC.
   - D. local government health authorities.
3. If a business becomes aware that a product it has sold has harmed someone,
   - A. it must recall the product.
   - B. it must refund the price to the injured customer.
   - C. it must inform government regulators within two days.
   - D. it must conduct an educational program on product safety for all its employees.
4. Ethical decision-making by a consumer is.
   - A. considering a decision in terms of whether it is respectable or 'the right thing to do'.
   - B. considering a decision in terms of what brings you the biggest financial benefit.
   - C. avoiding financial decisions of all kinds.
   - D. considering a decision in terms of the long-term gain.
5. Corporate social responsibility can be explained as.
   - A. a business considering the consequences of its actions on the community and on the environment.
   - B. a business considering that it must put profit first for the benefit of shareholders.
   - C. a business considering that it must behave responsibly with respect to finances.
   - D. a business considering its responsibility to its customers.
6. Interest on a bank account is.
   - A. money that is paid regularly for the use of borrowed funds.
   - B. reading your bank statement carefully every month.
   - C. your monthly account-keeping fee.
   - D. a percentage of what you save every month, called an interest rate.
7. Which of the following refers to moving a company's processes or services overseas?
   - A. Offshoring
   - B. Outsourcing
   - C. Restructuring
   - D. Differentiation
8. Which of the following is not a good strategy for avoiding scams?
   - A. Researching offers, asking questions and thinking carefully before deciding
   - B. Being cautious if asked to provide your personal details
   - C. Responding immediately to any email that asks for your personal financial details
   - D. Checking that online shopping sites are secure

9. Which is not a benefit of saving money?
   - **A.** Greater independence and security
   - **B.** Allows planning for buying big items
   - **C.** Helps you pay for unexpected expenses
   - **D.** Greater financial insecurity and worries
10. If you find yourself in debt, the best strategy is to
   - **A.** get a new credit card so you can pay off your other cards.
   - **B.** borrow some money from your parents.
   - **C.** work out a savings plan and start paying off your debts.
   - **D.** ignore it and hope it goes away.

Short answer

Communicating

11. **Explain** why businesses seek to build or create a competitive advantage.
12. Competitive markets help to protect consumers. **Explain** what is meant by a competitive market. **Describe** two anti-competitive practices that a business might undertake if not regulated.
13. a. **Identify** two forms of financial reward that businesses may offer to consumers.
    b. **Explain** what the purpose of these rewards is and **discuss** the effectiveness of them.
14. **Explain** how investing in technology can improve a business's competitive advantage and increase productivity.
15. 'Everyone will have debt at some stage. The key is to manage it.' **Analyse** this statement.

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GLOSSARY

abdicate to step down from the throne or from other high office

abolition the end of legal acceptance of slavery

absolute majority half the number of votes in the House of Representatives or Senate, plus one

absolute monarch a ruler who governs alone, unrestrained by laws or constitution

accused the person charged with or on trial for a crime

active travel making journeys via physically active means, such as cycling or walking

adversarial system a system of trial in which the two sides argue their case and the judge or magistrate acts as an independent umpire

agent a person acting for another in a business transaction

age pension regular payments made to elderly people to support them in retirement

agribusiness business set up to support, process and distribute agricultural products

algorithm a series of instructions and processes which tell a computer how to intelligently interpret or sort information according to a set of rules

animal husbandry breeding and caring for livestock, usually in a farm environment

annex to take, without permission, possession of territory

anthropogenic resulting from human activity (man-made)

appeal the request to a higher court to review a decision made by a lower court

appellant the person appealing a court decision

appellate jurisdiction the power of a court to review a lower court's decision

aquaculture the farming of aquatic plants and aquatic animals such as fish, crustaceans and molluscs

aquifer a body of permeable rock below the Earth's surface, which contains water, known as groundwater

arable describes land that can be used for growing crops

arbitration the process of resolving a dispute by an independent third party, such as a court or tribunal, where the decision is legally binding on the parties

arson the criminal act of deliberately setting fire to property

artefact an object made or changed by humans

artillery large-calibre guns

Australian Council of Trade Unions (ACTU) the peak union organisation in Australia

bail an agreement to release an accused person into the community while awaiting trial

balance of trade the difference between the value of a country's exports and the value of its imports over a specific period of time

baleen a keratin substance in the mouth of the baleen whale to filter sea water and collect plankton and small fish to feed. When dried it is flexible but strong, used in clothing and other products.

bankruptcy a legal process that declares that a person cannot pay their debts and allows them to make a fresh start

barter to trade goods in return for other goods or services rather than money

bell pit a traditional form of coalmining in which a shaft is dug down to a seam of coal and then excavated outwards, with the coal raised to the surface using a winch and buckets

biased one-sided or prejudiced; seeing something from just one point of view

biased account narrative or description in which a writer presents only one side of an issue in an attempt to convince the reader

biodiversity the variety of plant and animal life within an area

biofuel fuel that comes from renewable sources

biophysical environment the natural environment, made up of the Earth's four spheres — the atmosphere, biosphere, lithosphere and hydrosphere

blackbirding the practice of kidnapping people from the Pacific Islands to work as forced labour in Australian industries such as pearling and sugar production

Black Death a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.

blast furnace a type of furnace into which air is forced to raise the temperature sufficiently to carry out the smelting of iron ore

blockade sealing off an area so that nothing can get in or out

bookkeeping keeping records of financial accounts

bourgeoisie capitalist middle classes; the owners of the means of production, distribution and exchange — factories, shipping, banks and other businesses

bribery the act of giving money, a gift or any other item of value to a recipient in the expectation that it will alter the recipient's behaviour

British Dominion a self-governing territory belonging to the British Empire

business any activity conducted by an individual or individuals to produce and sell goods and services to make a profit

capital growth an increase in the value of an asset

carding the process of untangling and straightening raw wool or cotton fibres

cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

censorship restriction or control of what people can say, hear, see or read

cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

change is about using time to better understand a place, an environment, a spatial pattern or a geographical problem. The concept of change involves both time and space — change can take place over a period of time, or over an area.

charter a written grant from a sovereign, providing certain rights or privileges to the holder

cholera a bacterial disease of the intestines, causing vomiting and diarrhoea. It is transmitted through contaminated water and can lead to death through dehydration.

civil disobedience the refusal to comply with particular laws or instructions, usually in the form of a peaceful protest

clear-felling the removal of all trees in an area

climate change long-term changes in the previously observed climate and weather patterns

coercion the practice of forcing someone to act in an involuntary manner by using intimidation or threats, or some other form of pressure

coke a type of fuel produced by using heat to remove impurities such as coal gas and tar from coal

colony an area of land settled by people from another country. This can involve military conquest if the original inhabitants resist that settlement.

common law judge-made law, or law developed by judges through the decisions in actual cases brought before the courts

competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers

complainant a person lodging a complaint about another person or organisation

complaints body a formal body where people can lodge complaints and seek advice about their rights and the process they should undertake to resolve their dispute. In some instances, the body provides a no cost conciliation service. Examples of complaints bodies include the Equal Opportunity Commissioner, Ombudsman, and Consumer Protection Agencies (which differ from state to state).

conciliation a process of settling disputes in which a neutral third party (a conciliator) assists the parties to reach agreement. Conciliators can offer suggestions and alternative solutions to assist the parties in reaching an agreement.

concubine a woman who lives with a man she is not married to and has a lower social rank than his wife

connectivity the ability to access the internet

conscription compulsory enlistment of citizens to serve in the armed forces

consent order a written agreement reached by the parties to a dispute and approved by the court

constitution rules for government

contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant

convict a person imprisoned for a crime

cottage industry small-scale manufacturing in which raw materials are processed in workers' homes

court delay a setback in the legal system that prevents justice from occurring in a timely fashion

Crimean War war fought between Britain and its allies and Russia, 1853–56

Daoist ancient Chinese philosophical/religious tradition emphasising simple living in harmony and balance with the universe

deadlock a stalemate in which neither side can gain an advantage

debt a financial obligation to repay money owed

defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community

defendant a person against whom a legal action has been brought

deforestation clearing forests to make way for housing or agricultural development

degradation deterioration in the quality of land and water resources caused by excessive exploitation

demand the amount of a particular good or service that a customer will want to purchase at a given price

deport to forcibly remove someone from a country

depose remove from power

desertification the transformation of arable land into desert, which can result from climate change or from human practices such as deforestation and overgrazing

despot a ruler with almost unlimited power who uses it unfairly or cruelly

developed describes countries with a highly developed industrial sector, a high standard of living, and a large proportion of people living in urban areas

developing countries nations with a low living standard, undeveloped industrial base and low human development index relative to other countries

digital divide a type of inequality between groups in their access to and knowledge of information and communication technology

dividends company profits paid to shareholders, in cash or in additional shares, in proportion to the number of shares they already own

divine right chosen by God to rule

Duma the Russian parliament

dummies people secretly acting for squatters, who selected land and later sold it to the squatters

duty of care a responsibility to ensure the safety of any persons whom we can reasonably foresee might be affected by our actions

economic entity any person or organisation engaged in economic activity; this could be an individual, a household, a business, a government or a country

economics a social science (study of human behaviour) that analyses the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants

economic scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them

economic system a way of organising the production and distribution of the nation's goods, services and incomes

economy a system established to determine what to produce, how to produce and to whom production will be distributed

ecotourism tourism that interprets the natural and cultural environment for visitors, and manages the environment in a way that is ecologically sustainable

egalitarianism equality of all people

either way offences offences for which a magistrate can decide whether they hear the case, or send it to a higher court

empathy the ability to understand and share another person's thoughts and feelings

empire a number of different countries or colonies controlled by the government of one country

enclosure consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

endemic describes species that occur naturally in only one region

enlist to join voluntarily, usually the military

entrepreneur a person who sets up a business or businesses, taking on financial risks in the hope of profit

entrepreneurship the act of being an entrepreneur

environment the physical and biological world around us, which supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people

environmental refugees people who are forced to flee their home region due to environmental changes (such as drought, desertification, sea-level rise or monsoons) that affect their wellbeing or livelihood

erosion the wearing down of rocks and soils on the Earth's surface by the action of water, ice, wind, waves, glaciers and other processes

Estates General representatives elected by the three French Estates

ethical decision-making a way of making decisions based on using values and doing the 'right thing' by yourself and others

ethnicity cultural factors such as nationality, culture, ancestry, language and beliefs

evidence information that indicates whether something has really happened

exports goods and services sold by local businesses to overseas consumers

extensive farm farm that extends over a large area and requires only small inputs of labour, capital, fertiliser and pesticides

extremism extreme political or religious views or extreme actions taken on the basis of those views

fallow land left unplanted

famine a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time

Federation movement of colonies to form a nation

feint a dummy attack meant to deceive the enemy into moving troops from where the main attack will take place

feudal dues obligations and payments imposed on peasants since the Middle Ages

fraud a criminal offence where one person deliberately tricks another to gain personal advantage

genetically modified describes seeds, crops or foods whose DNA has been altered by genetic engineering techniques

global issue an issue that has impacts across the world and on a variety of different scales

goldsmith a craftsman who works with gold and other precious metals

government a body of people who have the authority to control or govern a community, state or country

grazing pasture to feed cows and sheep

greenhouse gases any of the gases that absorb solar radiation and are responsible for the greenhouse effect. These include water vapour, carbon dioxide, methane, nitrous oxide and various fluorinated gases.

gross domestic product (GDP) the value of all the goods and services produced within a country in a given period of time (usually a year). It is often used as an indicator of a country's wealth.

gross wage a person's wage or salary before it is taxed by the government

groundwater water that exists in pores and spaces in the Earth's rock layers, usually from rainfall slowly filtering through over a long period of time

guillotine device designed to execute people by decapitation (cutting off their heads)

gunboat diplomacy a coercive form of diplomacy in which a country threatens the use of military force to achieve its objectives

half-caste of mixed race (a term widely used in the mid 1900s, but now considered offensive)

hard sport tourism tourism in which someone travels to either actively participate in or watch a competitive sport as the main reason for their travel

Hindenburg line a heavily fortified (German) position on the Western Front

horticulture the practice of growing fruit and vegetables

human development measures such as life expectancy, education and economic wellbeing that provide an overall indication of a place's level of development and the standard of living of its inhabitants

humanitarian principles the principles governing our response to those in need, with the main aim being to save lives and alleviate suffering

humus an organic substance in the soil that is formed by the decomposition of leaves and other plant and animal material

hybrid plant or animal bred from two or more different species, sub-species, breeds or varieties, usually to attain the best features of the different stocks

hypothesis (plural: hypotheses) a theory or possible explanation

impartial observations comments that recognise all sides and opinions relating to an issue or event, leaving it to the reader to form his or her own judgement

imperialism the policy of an empire by which it gains land by conquest and rules other countries, or dominates them as colonies

imports goods and services purchased by local consumers from overseas businesses

incontrovertible certain, undeniable

indenture a form of labour in which a person is contracted to work without wages until a debt is repaid, such as the cost of transportation to the workplace

indicators things that provide a pointer, especially to a trend

indictable offences offences that are generally more serious in nature, which are heard initially by a magistrate but then passed on to a higher court

indictable offences triable summarily offences for which a magistrate can decide whether they hear the case, or send it to a higher court

indoor relief the provision of assistance to the inmates of a workhouse

industrialisation the process by which a country transforms itself from mainly agricultural production to the manufacturing of goods in factories and similar premises

industrial relations refers to the laws and processes that govern the relationships between employers and employees

infant mortality rate a means of measuring the percentage of babies who fail to survive to their first birthday

infer to form a conclusion based on evidence

infrastructure the facilities, services and installations needed for a society to function, such as transportation and communications systems, water pipes and power lines

innovation the process of improving a product that already exists

input the resources — including materials, equipment and labour — used in the process of production

intensive farm farm that requires a lot of inputs, such as labour, capital, fertiliser and pesticides

interconnection the fact that people and things are connected to other people and things in their own and other places around the world

intercontinental involving or occurring between two or more continents

interdependence the mutual dependence between participants in an economy; that is, the reliance of consumers, workers, businesses and governments on each other

interest an amount that is paid regularly for the use of borrowed money, usually expressed as an annual percentage of the sum of money lent (the interest rate)

invention the process of developing a product which results in the creation of something entirely new

irrigation the supply of water by artificial means to agricultural areas

jatropha any plant of the genus *Jatropha*, but especially *Jatropha curcas*, which is used as a biofuel

Jesuit a religious order of the Catholic Church whose main goal was to educate people around the world about Catholicism

judge a court official who presides over cases in courts higher than a Magistrates Court or Local Court

junk Chinese sailing ship

jurisdiction the power or authority of a court to hear specific types of disputes and cases

jury in criminal cases, the 12 people who are randomly selected to decide the guilt or innocence of an accused based on the evidence presented in court

kinship a social system that determines how people relate to each other and the land

kowtow to kneel and touch the forehead to the ground in deep respect for an emperor

labour the human skills and effort required to produce goods and services

League of Nations the world body set up at the Paris Peace Conference to solve disputes between nations peacefully

leave to appeal permission from the court to appeal a decision

leeward describes the area behind a mountain range, away from the moist prevailing winds

legation a foreign country's diplomatic office, similar to an embassy

Levée en masse mass conscription, forcing people to fight to defend the state

logging large-scale cutting down, processing and removal of trees from an area

Luddites a group of protesters who expressed their opposition to industrialisation by smashing factory machines

magistrate a court official who hears cases in the lowest court in the legal system

mallee vegetation areas characterised by small, multi-trunked eucalypts found in the semi-arid areas of southern Australia

malnourished describes someone who is not getting the right amount of the vitamins, minerals and other nutrients to maintain healthy tissues and organ function

mandate of heaven the idea that heaven blessed the rule of a just emperor but could rescind that blessing if the emperor ruled unjustly

manslaughter the accidental or unintentional killing of one person by another person

Marco Polo merchant from Venice who travelled through Asia in the thirteenth century; generally credited with introducing Europeans to China and Central Asia

marginal land describes agricultural land that is on the margin of cultivated zones and is at the lower limits of being arable

maritime power having strong naval forces

market any organised exchange of goods, services or resources between buyers and sellers

Masai an ethnic group of semi-nomadic people living in Kenya and Tanzania

mature-aged describes individuals aged over 55

media the forms of communication between a source and receivers including TV, radio, print media, digital and the internet as well as forms of social media. The term usually refers to mass media and the ability of media to inform and influence people.

mediation a process of settling disputes in which a neutral third party (a mediator) assists the parties to reach agreement. Mediators do not offer solutions; they help the parties to reach agreement through their own suggestions.

microfinancing a banking or loan service which provides financial support to people who may otherwise be unable to secure financial support for themselves

minority government a government that has fewer than half the seats in a lower house of parliament

mortgage money advanced by a bank, credit union or building society to a person for the purchase of a house or other property. The property itself is used as security for the loan, allowing the lender to seize the property if the borrower fails to make the regular repayments.

multinational corporation (MNC) a large business organisation that has a home base in one country and operates partially or wholly owned businesses in other countries

Napoleonic Wars a series of wars between the French Empire, led by Napoleon Bonaparte, and a number of other European nations between 1803 and 1815

nationalism feeling of loyalty to a nation

national parks parks or reserves set aside for conservation purposes

national security the protection of a nation's citizens, natural resources, economy, money, environment, military, government and energy

naturalist a term once used to describe a scientist who studies plants and animals. Today such a person would be called a biologist.

needs goods or services that consumers consider necessary to maintain their standard of living

new moon the phase of the moon when it is closest to the sun and is not normally visible

New Spain Spanish territories in the New World, including much of North America

no man's land unoccupied ground between the front lines of opposing armies

non-government organisation (NGO) a group or business that is organised to serve a particular social purpose at local, national or international level, and operates independently of government

obiter dictum/obiter dicta a Latin term that means 'things said by the way'; the plural form is *obiter dicta*

offshore to relocate part of a company's processes or services overseas in order to decrease costs

operations the area of a business that consists of all the activities engaged in producing goods and services

opinion polls an assessment of public opinion by questioning a representative sample, especially as the basis for forecasting the results of voting

organic matter decomposing remains of plant or animal matter

original jurisdiction the power of a court to hear and decide a case for the first time

outdoor relief the provision of assistance to the poor while allowing them to remain in their own homes

output the end result of a business's efforts; the good or service that is delivered or provided to a consumer

outsourcing reducing costs by transferring tasks normally completed by the business to outside suppliers

pacifist person who holds a religious or other conscientious belief that it is immoral to take part in war

pandemic disease epidemic affecting many different countries

parish an area of local government centred on the local church, which fulfilled some of the functions that local municipal councils perform in society today

parliamentary representation the representation of people's views and interests in parliament through elected delegates

pastoral lease land that is leased for the purpose of grazing sheep or cattle

patent a legally enforceable right to make or sell an invention, usually granted by government, to protect an inventor's idea from being copied

pauper a very poor person

peacocking buying up land around creeks and rivers to make the rest of the area useless to selectors

penal colony a settlement for convicts

per capita per person

perception the process by which people translate sensory input into a view of the world around them

perspective point of view or attitude

perverting the course of justice any act that is aimed at preventing justice being served on an individual such as lying to police

picking oakum unpicking short lengths of rope coated in tar. Oakum would be rammed between the planks on wooden ships to make them watertight.

pig iron the initial product resulting from the smelting of iron ore in a blast furnace

place an area on the Earth's surface which is identified and has meaning for people

plaintiff a person who commences a legal action in a civil case

plantation an area in which trees or other large crops have been planted for commercial purposes

pneumatophores exposed root system of mangroves, which enables them to take in air when the tide is in

political party an organisation that represents a group of people with similar political philosophies or ideas. The aim of a political party is to get its members elected to parliament so that it can hold political power and their ideas can influence the way Australia is governed.

portfolio an area of responsibility given to a minister, such as health, education or defence

potable drinkable; safe to drink

precedent a legal principle that is established by a court in resolving a dispute and is expected to be followed in later cases

precipitation the forms in which moisture is returned to the Earth from the sky, most commonly in the form of rain, hail, sleet and snow

primary sources objects and documents that were created or written in the period of time that they relate to

private members' bills bills that are proposed by members of the House of Representatives on their own behalf rather than on behalf of the government

process innovation when changes and improvements are made to the production process of a product or service

product innovation when a new product is created or an existing product is improved

productivity a measure of efficiency; the amount of output produced compared to the amount of input required in production

profit what remains after all business expenses have been deducted from the money that has been collected from selling goods and services

profit margin an indicator of the financial health of a business, expressed as a percentage, that measures the amount of profit that a business earns from the sales of its product

proletariat the working class, especially industrial wage earners

propaganda distortion of the truth to persuade people to support an action or point of view

prosecute to take legal action against a person accused of a crime

radicals those who advocate far-reaching political and social changes

rain shadow the dry area on the leeward side of a mountain range

ratio decidendi a Latin term meaning 'the reason for the decision'

recession a period of decline in economic growth when GDP decreases

referendum ballot in which voters decide on a political question

remanded in custody to be held by the authorities until a case is heard in court

remedial action action taken to restore a site to its previous or natural condition, or to an equivalent condition

remuneration monetary pay for services

repatriated returned to home country

repeal withdrawal of a law or set of laws by Parliament

repossessed a legal process by which an item can be reclaimed to cover the cost of a debt

republic a form of government that relies on popular representation rather than a monarchy

republicanism the belief that a country should be a republic (where the country has an elected or appointed head of state), not a monarchy (where the head of state is a king or queen)

research and development (R&D) activities undertaken to improve existing products or create new products

resource allocation relates to decisions about how scarce resources are distributed among producers, and which types of goods and services will be produced to satisfy wants and needs

resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise

resources (factors of production) the land, labour, capital and enterprise used to produce goods and services that satisfy needs and wants. Production usually requires a combination of these resources.

respondent the person defending an appeal

rickets a softening of the bones, leading to deformity of the limbs, caused by a deficiency of calcium and vitamin D

rights those things that a person is entitled to by virtue of being a member of society

royal commission a special public inquiry set up by government to investigate a particular issue and to make recommendations for changes in the law

rural population people living in the countryside, rather than in towns or cities

salinity the presence of salt on the surface of the land, in soil or rocks, or dissolved in rivers and groundwater

sans-culottes in revolutionary France, working-class people of the cities

scale the way that geographical phenomena and processes can be examined at different spatial levels. Scale can be applied from personal and local levels to regional, national or global levels.

scurvy a disease caused by poor diet, especially a deficiency of vitamin C

secondary sources reconstructions of the past written or created after the period that they relate to

share market a market for trading shares in listed companies; also called a stock market

shares units of ownership in a company that entitle the possessor of the shares (the shareholder) to a proportion of any profits that the company makes

shilling a unit of Australian currency until decimal currency was introduced. There were 12 pence to a shilling and 20 shillings to a pound.

significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

Sinn Fein organisation formed in Ireland in 1905 to campaign for Irish independence from Britain

Slavic belonging to the Slavs (a language group including Russians, Serbs and other Central and Eastern European peoples)

socialism a political system in which the government controls the economy to ensure greater equality

social justice a principle applied so that a society is based on equality, the appreciation of the value of human rights and the recognition of the dignity of every human being

soft sport tourism tourism in which someone participates in recreational and leisure activities, such as skiing, fishing and hiking, as part of their travel

Soviet a council representing workers, peasants, soldiers and sailors

space where things are located and distributed on the surface of the Earth

specialisation a method of production where a worker, business or nation focuses on the production of a limited range of goods or services in order to increase production and make the most efficient use of resources

spinning the twisting of carded fibres into lengths of continuous thread or yarn

spirit possession an alleged supernatural event in which a spirit or god takes control of the human body, creating changes in behaviour

squatters colonists who leased and occupied large tracts of what had been First Nations Australians' land

stalemate (from chess) a situation in which neither side can gain a winning advantage

standard of living how well off a country or community is, often measured by the level of wealth per head of population

stockade a fortified enclosure

strike attempt by employees to put pressure on their employer by refusing to work

subordinate having a lower or less important position

subsistence farming farming that provides only enough to satisfy the basic needs of the farmer or community

suffrage the right to vote

summary offences simple or less serious offences that are heard by a magistrate

superannuation fund an account that holds and invests superannuation contributions made by employees, their employers or the government, for eventual distribution to help fund an individual's retirement

surety when bail is granted, a sum of money deposited with a court as a guarantee that an accused will abide by the conditions of bail and will appear in court when required to do so

sustainability refers to maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future

sustainable describes the use by people of the Earth's environmental resources at a rate such that the capacity for renewal is ensured

sweated labour workers exploited by being made to work for long hours and with low pay

tariff a duty charged on imports

telegraph device for sending messages over long distances

tenuous weak, thin

terra nullius land belonging to no-one

trade the activity of buying, selling or exchanging goods and services between producers and consumers and/or countries

trade barrier government-imposed restriction (in the form of tariffs, quotas and subsidies) on the free international exchange of goods or services

trading partner a participant, organisation or government body in a continuing trade relationship

trading post a store or settlement established by a foreign trader or trading company to obtain local products in exchange for supplies, clothing, other goods or cash

transfer pricing when one subsidiary of a multinational corporation charges another subsidiary for providing goods or services, often resulting in profits being moved between different countries to avoid the payment of tax on those profits

treadwheel a punishment device, also called the 'everlasting staircase', comprising a large, iron-framed, hollow cylinder with wooden steps. As the device rotated slaves were forced to keep stepping forward.

treeline the edge of the area in which trees are able to grow

trench foot a painful, swollen condition caused by feet remaining wet for too long; if gangrene set in, the feet would have to be amputated

trial by media creating widespread opinion regarding a person's guilt or innocence before a trial has occurred or before a verdict has been delivered

trustee an individual or group appointed to manage property on behalf of another person or organisation

tucker traditional Australian slang term for food

tundra the area lying beyond the treeline in polar or alpine regions

turnpike a type of toll road

turnpike trusts organisations established by parliament with the power to collect tolls on particular roads, and use the money to pay for maintenance of those roads

typhus a fatal disease spread through the bites of lice and fleas

U-boats German submarines

ultimatum a final set of demands or terms backed by a threat

ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.

unconscionable conduct that is considered so harsh or unreasonable that it is considered 'not in good conscience'. Such conduct may involve taking advantage of someone, who is at a disadvantage.

undernourished describes someone who is not getting enough calories in their diet; that is, not enough to eat

undulating describes an area with gentle hills

urbanisation the growth and spread of cities

urban population people living in cities or large towns

value adding processing a material or product and thereby increasing its market value

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

warp the fixed vertical threads used in the weaving process

waterlogging saturation of the soil with groundwater such that it hinders plant growth

water stress situation that occurs when water demand exceeds the amount available or when poor quality restricts its use

watertable the surface of the groundwater, below which all pores in the soils and rock layers are saturated with water

weft the horizontal movable thread that is woven through the warp to create cloth

Western-style diet eating pattern common in developed countries, with high amounts of red meat, sugar, high-fat foods, refined grains, dairy products, high-sugar drinks and processed foods

windward describes the side of the mountain that faces the prevailing winds

winter solstice the shortest day of the year, when the sun reaches its lowest point in relation to the equator

workhouse an institution built to house the poor

world wide web the global resources and information exchange available to internet users through the use of the Hypertext Transfer Protocol (HTTP)

yield gap the gap between a certain crop's average yield and its maximum potential yield

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